



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL
FACULTAD DE EDUCACIÓN
CARRERA DE INGLÉS**

**PROYECTO DE INVESTIGACIÓN
PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS Y ADMINISTRACIÓN EN SISTEMAS EDUCATIVOS**

TEMA

**CLASSROOM LEARNING ENVIRONMENT AND ITS INFLUENCE
IN SPEAKING SKILL DEVELOPMENT TO SIXTH GRADE
STUDENTS AT UNIDAD EDUCATIVA BILINGUE LA MODERNA,
SCHOOL YEAR 2020-2021**

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RESUMEN:

The present research project presents a reality of the educational problem. Specifically, at Unidad Educativa Bilingue La Moderna. Its topic is based on classroom Learning Environments and its influence in speaking skill development in sixth grade students. In the teaching-learning process, the aim consists on acquiring students' skills, abilities, knowledge, values, and being able to demonstrate emotions. Because all these mentioned areas are part of the complementary development of a human being. Nevertheless, with the passing of time educators have forgotten how useful and necessary learning environments are as to provide a space to learn with enthusiasm and feel the love to learn the English language. It will also allow them to achieve meaningful learning. And it is this point of view and analysis that the research work presents, based on scientific theories, with the contributions of professionals such as: pedagogues, psychologists, philosophers, among others, who provide clarity within the theoretical aspect. To then proceed to implant the scientific bases in a field investigation, where techniques, instruments, methodology are used to make a relationship between the variables subject to observation. Statistical

tabulation is carried out in order to present the verification of the hypothesis that directs the entire research project. Reaching true and verifiable conclusions of the objectives that were raised on each variable. Not only is a problem presented but also a solution is sought to mitigate the problem analyzed, since the investigative paradigm is the proactive critic. The same that seeks to solve the various problems that arise in today's society, through investigative analysis of real issues of educational work.

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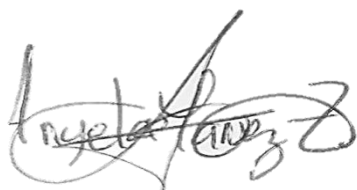
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CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutora del Proyecto de Investigación CLASSROOM LEARNING ENVIRONMENT AND ITS INFLUENCE IN SPEAKING SKILL DEVELOPMENT TO SIXTH GRADE STUDENTS AT UNIDAD EDUCATIVA BILINGUE LA MODERNA, SCHOOL YEAR 2020-2021, nombrado(a) por el Consejo Directivo de la Facultad de Administración de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

CERTIFICO:

Haber dirigido, revisado y analizado en todas sus partes el Proyecto de Investigación titulado: CLASSROOM LEARNING ENVIRONMENT AND ITS INFLUENCE IN SPEAKING SKILL DEVELOPMENT TO SIXTH GRADE STUDENTS AT UNIDAD EDUCATIVA BILINGUE LA MODERNA, SCHOOL YEAR 2020-2021, presentado por la estudiante **ANGELA ETELVINA YANEZ ZAMBRANO**, como requisito previo a la aprobación de la investigación para optar al Título de LICENCIADO EN LENGUA INGLESA MENCIÓN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL , encontrándose apto para su sustentación.



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DEDICATION

Thank God for allowing me to complete this stage. for giving me wisdom and patience until the end of this process, thanks to my parents for giving me the necessary drive and support to choose this career and supporting me throughout this process and always being at all times of my life.

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List of Contents

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA	ii
CERTIFICADO DE ANTIPLAGIO	iv
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS PATRIMONIALES ...	v
CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR	vi
ACKNOWLEDGEMENT	vii
DEDICATION.....	viii
INTRODUCTION	1
1.5 Broad Objective	6
1.6 Specific Objectives	6
1.6. Research Justification	7
1.8 Scope and Delimitation of the Study	8
2.2. Learning Environments	10
2.2.1. Activities.....	12
2.2.2. Tools	13
2.2.3. Actors.....	14
2.3. Importance of appropriate environments for development and learning	16
2.4. Learning environments in the English language Acquisition.....	16
2.5. Organization of learning environments	17
Physical Environment.....	21
Virtual Environment	21
Formal Environment.....	22
Individual Environment.....	22
Collaborative Environment.....	22
Collaborative environment within the classroom to develop speaking skill	25

Preparing the classroom with learning environments.....	26
Playful activities for developing speaking skill in school environment classroom.....	26
The use of ludic activities in English class for speaking skill development	27
2.3. Legal Framework.....	28
2.4. Conceptual Framework.....	30
CHAPTER III.....	32
3. RESEARCH METHODOLOGY	32
3.1. Types of Research Description.....	32
3.2. Methods and Techniques	33
3.3. Research instruments.....	34
3.4. Population and Sample	35
3.4.1. Population.....	35
3.4.2. Sample	36
3.5. Data Analysis method.....	36
3.6. Teachers' survey.....	38
3.7. Parents' Surcey.....	48
3.8. Class Observation Format	58
3.8. Interview addressed to the School principal.....	63
3.9. Preliminary conclusions	65
CHAPTER IV.....	66
PROPOSED PROJECT PLAN	66
4.1. Title.....	66
4.3. Objectives (Broad and Specific).....	66
4.3.1. Broad	66
4.3.2. Specific	66
4.4. Content Framework of the Proposal Project Plan	67
4.4.1. Proposal Background.....	67

4.4.2. Justification.....	67
4.4.3 Feasibility Analysis	68
4.4.3.1. Socio-educational feasibility	68
4.4.3.2. Resource Feasibility	68
4.4.4, Characteristics and use of teaching guides	69
Introduction	72
4.5. Conclusions and Recommendations	89
4.5.1 Conclusions	89
4.5.2. Recommendations	90
Bibliography	91

List of Tables

Table 1. Applying classroom learning environment	38
Table 2. Ludic and dynamic activities.....	39
Table 3. The use of teaching activities to promote English language learning	40
Table 4. Teaching training to foster ideal learning environments.....	41
Table 5. Appropriate teaching strategies for speaking skill development	41
Table 7. The Importance of generating adequate spaces.....	42
Table 8. The use of learning environments to decrease problems.....	44
Table 9. Designing a didactic strategy guidance of for a better learning environment..	45
Table 10. Descriptive guidance for classroom learning envorinment	46
Table 11. Didactic guidance to develop speaking skill	47
Table 12. Classroom learning environment to develop speaking skill.....	48
Table 13. Learning environment to develop student's creativity	49
Table 14. Learning Environments	50
Table 15. Speaking practice hour to foster its skills and abilities	51
Table 16. Applying classroom learning environments.....	52
Table 17. Didactic guidance to develop speaking skill	53
Table 18. Teaching materials for a better learning environment.....	54
Table 19. Virtual learning environment	55
Table 20. Teacher and Parent's Commitment on English learner	56
Table 21. The Importance of having adequate spaces to enhance speaking skill	57
Table 22. Teaching materials to foster speaking skill	59
Table 23. Clear and adaptable teaching methods	60
Table 24. Classroom learning environment for cooperative learning groups	61
Table 25. Providing different Scenarios to improve speaking skill	62

List of Graphs

Graph 1	Difference learning environment.....	12
Graph 2.	Applying classroom learning environment.....	38
Graph 3.	Ludic and dynamic activities	39
Graph 4.	The use of teaching activities to promote English language learning.	40
Graph 5.	Teaching training to fosters ideal learning environments	41
Graph 6.	Appropriate teaching strategies for speaking skill development	42
Graph 7.	The Importance of generating adequate spaces	43
Graph 8.	Teacher’s motivation to encourage students to learn the English language....	44
Graph 9.	Designing a didactic strategy guidance of for a better learning environment.	45
Graph 10.	Descriptive guidance for classroom learning envorinment.....	46
Graph 11.	Didactic guidance to develop speaking skill	47
Graph 12.	Classroom learning environment to develop speaking skill.....	48
Graph 13.	Learning environment to develop student’s creativity	49
Graph 14.	Learning Environments	50
Graph 15.	Speaking practice hour to foster its skills and abilities	51
Graph 16.	Applying classroom learning environments	52
Graph 17.	Didactic guidance to develop speaking skill	53
Graph 18.	Teaching materials for a better learning environment	54
Graph 19.	Virtual learning environment.....	55
Graph 20.	Teacher and Parent’s Commitment on English learner	56
Graph 21.	The Importance of having adequate spaces to enhance speaking skill.....	57
Graph 22.	Teaching materials to foster speaking skill	59
Graph 23.	Clear and adaptable teaching methods	60
Graph 24.	Classroom learning environment for cooperative learning groups	61
Graph 25.	Providing different Scenarios to improve speaking skill	62

INTRODUCTION

Learning environments today are actors in which teachers and students interact in a teaching-learning process using places that allow developing activities for children as to assimilate new knowledge. The existence of new learning environments generates innovation and different changes in the educational field, since modernizing teaching practice does not only consist on offering them new didactic instruments but rather, promote the integral development of cognitive skills that facilitate the understanding of information and the ability to design new school environments useful for learning.

With respect to primary education, it is essential to have environments and resources that foster the student's development in all its areas, achieving awareness of motor, cognitive and evolutionary development where boys and girls learn to use correctly the spaces of learning with the purpose of training boys and girls capable of solving problems and being independent. This research work “Learning environments and its influence in speaking skill development” is framed in the meticulous study of the school life in sixth grade students at Unidad Educativa La Moderna, located in an urban area in Samborondon, with the purpose of knowing, characterizing and encouraging the creation of classroom learning environments and attending students’ needs and particularities in the development of English speaking skills.

This work seeks to address the gaze towards education at primary level, the repercussions on the school and extracurricular life of the students; this is how this project starts with a description of community life from a population under study, the typical activities of their immediate environment and the characteristics of social activities that are developed; practices such as: cultural events, folklore, communal organization, among others.

In a second moment, the family environment is understood as the fundamental cell of the society as to develop students’ character, behavior and values, components such as: physical environment, family environment and family composition, economic situation, adaptation of spaces for the development of school and recreational activities, accompaniment in the development of school life and schooling of the family.

In a third moment, school environment is addressed in relation to student English speaking skill development. Qualitative description is applied as to seek different factors that compose the main problem caused by the inefficiency use of some teaching techniques to provide a better classroom environment such as: teacher's profile, specific teaching materials, lesson plans for the activities, teacher training, physical space, furniture, relationships of coexistence, psychomotor and its relation with the development of the dimensions of the human being.

And finally, the creation of didactic tools that contribute to the development of dimensions of the human being is proposed. These pedagogical tools will be beneficial as an academic support for the school community which will be concentrated in a series of physical spaces useful to encourage students to develop their skill of speaking. Its conformation will be active, participatory, and dynamic, attending to students' needs to foster their ability to speak in English in class naturally.

Chapter I The Research Problem: the theme, problem statement, contextualization, critical analysis, prognosis, problem formulation, research questions, delimitation, justification, general objective, and specific objectives are considered.

Chapter II Theoretical Framework: In this chapter the investigative background, philosophical foundation, legal foundation, scientific theoretical foundation with their respective fundamental categories, definition of basic terms, hypotheses, identification of variables are considered.

Chapter III Methodology: It is considered the basic research modality, type of research, population, sample, techniques and instruments, operationalization of variables, information gathering, processing, data analysis, results analysis.

Chapter IV Analysis of Results: presents the statistical graphics of the analysis and the interpretation of the applied instruments, the verification of the hypothesis, conclusions and Recommendations.

Chapter VI Proposal: it is formed from the proposal that arises after the recommendations that are given as the solution to the problem studied.

CHAPTER I

1. STUDY APPROACH

1.1. Theme

Classroom Learning Environment and Its Influence in Speaking Skill Development to Sixth Grade Students at Unidad Educativa Bilingue La Moderna, School Year 2020-2021

1.2. Statement of the problem

English is internationally recognized as the most important language since it opens a number of doors at the professional level, improving the quality of life in those who speak it; and for that reason, in recent years, there has been a special emphasis on their teaching in the Ecuadorian educational system. However, up till now, the level of English in students is low; that is, despite having studied this language during primary and secondary school, young learners do not master the four language skills of the language according to the level and established by the Common European Framework (CEFR); (Machado, 2019).

The low level of learners in English could be some possible negative influence factors such as social and educational; on the other hand, Rachel Backer, the Director of Applied Linguistics Research and Development at EF Education First, stated that “Ecuador is located at the lower statistic bar (...); and this is something people should pay attention to the future” (El Comercio, 2016). In the dynamics of the classes, the teacher plays a key role in the consolidation of new knowledge. However, the teacher's pedagogical obsolescence would prevent the use of new methodological tools for the development of oral English language skills.

Traditional education such as the use of memory learning strategies where students tend to repeat several times when writing and pronouncing some new words, dictating, listening and repeating vocabulary, etc., are also negative factors that cause lack of interest and discourage Students learn this Anglo-Saxon language. Teachers must

innovate their methodology to achieve students' cognitive approach and develop their speaking skills.

According to the Quality Standards in Education from the Ministry of Education of Ecuador, in its agreement MINEDUC-ME-2016-00020-A, establish to authorize legally recognized educational institutions as bilingual entities (foreign language) to offer curricular content in both languages (mother tongue and foreign language) as long as compliance with national standards is guaranteed in accordance with the article 111 from the General Regulations to LOEI (Ministerio de Educación, 2016).

The government has the obligation to provide universal, free, and high-quality education for all. Students are able to develop skills as to have their intellectual autonomy and creativity and allow them to develop their own knowledge. The relationship is more balanced and everyone at different times, both teaches and learns. Unidad Educativa La Moderna is a private school located at Km 2,5 on the way to canton of Samborondón, province of Guayas. This prestigious school imparts a hundred percent of bilingual integral academic education through thought processes based on a critical and creative pedagogy; promotes the practice of values and Christian formation in all its levels: Initial 1 and 2, Basic Education and Baccalaureate.

These sorts of problems should be observed at Unidad Educativa La Moderna in order to know if most of the students often receive traditional classes in which they are simple listeners. Knowledge passes from the teacher to the student through the oral or written class without actively participating in the construction of knowledge. Some problems that arise with regard to English language learning are not always caused by the student, but also by the teachers, who through their ambiguous and behavioral pedagogy, cause a climate of tension and some distance from the student.

Unidad Educativa La Moderna, despite its prestigious and arduous teaching labor in beneficial to school community, students' English-speaking skill development still has not been so favorable. One of the possible causes is due to the lack of methodological and technological strategies, since most teachers just follow the activities from the books without considering teaching and learning process as to acquire the English language.

The scarce of technological and interactive strategies and limited teachers' training courses will diminish students' speaking skill development. It is necessary to provide strategies to encourage students to learn the English language with autonomy and interactivity.

On the other hand, the limited use of oral activities in the class generates little speaking skill production; for example, teachers spend most of the time speaking Spanish. One of the possible reasons may be their own insecurity, due to insufficient oral competence in the language. Consequently, it could be one of the factors that cause the system to fail. If communication is not done mostly in English in the classroom it will be very difficult to approach the objectives aforementioned.

To improve students' speaking development in a foreign language, teachers should take into account the generation of some conditions, circumstances and dynamics that will be implemented within the aulic space, so that students will also be able to acquire knowledge and experience regarding to learning as the development of English-speaking skills. For the aforementioned reasons, analysis will be done on how the use of a descriptive guide for learning environments will influence on speaking skill and develop meaningful learning in sixth grade students at Unidad Educativa La Moderna.

If the pertinent and necessary corrective measures are not taken against the problem research subject, the results to be obtained in the future will be: Students with learning impairment in the English language acquisition. This factor will impede them from developing their speaking skill within their social and school environment. Another negative aspect that It will show is the low level of academic interests and very little performance, so that it will y influence negativel when learning the four skills of English language; that is, reading, writing, speaking and listening.

One of the main problems that will be seen in the future is the little knowledge students will acquire in the present and future educational process. The wrong measures, such as working without learning environments, will lead students to continue with

traditional learning, for that reason they will not develop all their potential and habits of order and aesthetics.

1.3. Problem Formulation.

What is the influence of Classroom Learning Environment in Speaking Skill Development to Sixth Grade Students at Unidad Educativa Bilingue La Moderna, School Year 2020-2021?

1.4. Systematization of the problem

What are the most appropriate tools to improve students' speaking skill development in the classroom?

What is the level of acceptance and agreement in using classroom learning environment to improve students' speaking skill development?

How does the use of a descriptive guide for learning environments enhance students' speaking skill development?

1.5 Broad Objective

To determine the use of a descriptive guide for Classroom Learning Environment to improve speaking skill development to Sixth Grade Students at Unidad Educativa Bilingue La Moderna through descriptive research as to get feasible theoretical foundations.

1.6 Specific Objectives

To describe the fundamental theories about learning theories and classroom skills to develop speaking skill by using classroom tools.

To describe the level of acceptance and agreement in using classroom learning environment to improve students' speaking skill development through statistical data, surveys and interview.

To design a guide for learning environments to improve speaking skill and develop meaningful learning in sixth grade students.

1.6. Research Justification

The present work is relevant because it will be beneficial for teachers, students and parents, since it provides students a better school learning environment in the English language teaching and learning process. It also strengthens students' oral skills and academic performance. Students have the rights to receive an education of quality which must be guaranteed and respected by the public authorities; so, it is necessary to design a space where they can learn the English language and express themselves freely.

It is necessary to include learning environments where some types of games can be provided to develop speaking skills, as a result, students feel motivated and are eager to participate the class actively instead of giving them some daily drills and repetitions of some words or worksheets. As it has been mentioned above, applying school learning environment will improve students' academic performance and create an active participation for the construction and expansion of their knowledge.

This research involves and benefits students from sixth grade at Unidad Educativa La Moderna, because when determining learning environments, elements which guarantee the achievement of good results are identified, such as intelligence or ability to learn. The method applied in the classrooms will provide techniques to enable students to enhance their speaking skill development.

It is convenient to carry out this project because it proposes the development of learning environments with the intention of strengthening speaking ability in sixth grade

students, since this current educational system has evolved a lot in relation to the traditional one. It is also relevant for the educational community, as it is based on helping students to foster speaking skill development, creativity and, above all, self-confidence in their abilities.

1.8 Scope and Delimitation of the Study

The investigation was conducted, in the period between November 2019 to June 2020.

Responsible Institution:	Universidad Laica Vicente Rocafuerte de Guayaquil
Responsible:	Angela Etelvina Yanez Zambrano
Field:	Education
Subject:	English.
Population:	45 students
Execution Period:	2020 – 2021
Research content	Classroom learning environment

1.9. Idea to defend

Classroom learning environment influences on speaking skills development in sixth grade students at Unidad Educativa LA MODERNA, school year 2020-2021

1.10. Line of research

This present project is based on Teacher performance and professionalization, and its Sub Line of research is focused on Communicative competence in teachers and students

CHAPTER II

2. Theoretical framework

2.1. Literature review

Searching information from different repositories and virtual libraries from different universities in Ecuador, it could be found that there are not any theses based on classroom learning environment and its influence in speaking skill development. Nevertheless, some projects and articles with references to the learning environments have been selected as to provide the fundamental theories and assess its feasibility and relevance for theoretical, practical and legal foundations.

Hugerat, (2016), in his article titled *How teaching science using project-based learning strategies affects the classroom learning environment* states in his research work the “effect of students’ active participation in relation to develop their abilities to speak in class and look for meaning to ideas, as well as to express they way thinking” (p.355) These capacities improve their cognitive skills such as observation, attention, concentration, analysis and critical spirit. They also intervene in the generation of learning environments in which boys and girls participate in active dialogues among peers.

In this work it can be seen how students from primary school have the value of importance in the formation of children, for learning, developing and enhancing the skills of speaking in each individual, besides fostering an environment of participation where parents and the whole school community. This environment must be harmonious where the student can participate among peers with self-confidence, with the possibility of expressing themselves and to be accepted in the place where they are.

(Zaragoza & Fraser, 2017), in their research papaer titled as *Field-study science classrooms as positive and enjoyable learning environments*, affirm that learning environments have a significant impact on the Initial education process, because it empowers boys and girls the development of skills and abilities in a significant way. Initial Education is closely linked to the use and design of learning environments.

Actually, most teachers do not consider the design of learning environments in homes and finally, families do not work in the home environment by establishment of physical spaces as playful learning corners.

This article focuses mainly the importance of innovating school environment as to provide a new space where children can create their imagination and adapt easily in their process of learning and enhancing speaking English language. The use of learning environments within the initial education system and at every educational level is considered as a great importance, because it encourages students aroused interest in the teaching process, which empowers the empowerment of skills and abilities. But teachers in many educational institutions do not use them in lesson plans

Ramli, (2019), established the importance of *Promoting active learning activities to improve students' speaking ability*. For the researcher, learning a foreign language develops in a better way through the using of learning environments, these allow students to develop learning meaningfully. Learning environments are considered in the new paradigms of education since teaching is aimed at the student and in accordance with their knowledge more than model production. There could be a variety of strategies to create a better classroom environment in the classroom, each one with innovative and creative materials, but the most essential are those that generate knowledge, so that boys and girls are motivated to explore, know, and interact.

(Castro Pérez & Morales Ramírez, 2015) published an article titled *Los ambientes de aula que promueven el aprendizaje, desde la perspectiva de los niños y niñas escolares*. They affirm “A learning environment is a physical and psychological environment of regulated interactivity where people come together for educational purposes” (p. 2). This purpose shows the need to design an educational environment as to promote students to learn the English language for students' integral development.

2.2. Learning Environments

Intimately different and varied disciplines are involved or related in learning environments. It is also known as educational environment and its theory and usage have

been spread in the educational System nowadays. However, not most teachers do not know how to apply this important pedagogical tool and as a consequence, they do not have a close relationship with it and in some cases its meaning becomes wrong.

A learning environment is the way the student interacts under existing scenarios such as biological, social, cultural, among others; in order to obtain meaningful learning based on the experience and will be useful for the individual coexistence in their daily life (Jung, 2019, p. 35).

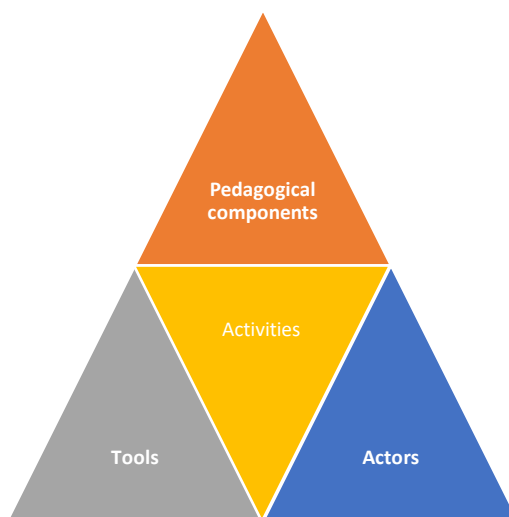
From what is stated by the aforementioned author in his article titled *Evaluating Smart English Classroom Environments from the Student Satisfaction*, it is understood that learning environments are made up of several elements which work related to each other, with the only purpose of allowing the success of teaching and learning process. In this way, learning environments come to be constituted as a practical teaching method guided by the teacher, so they must emphasize that learning can not only be used within the classroom, but can be extended to new existing fields. Being these enduring throughout the life of each boy and girl.

According to (Baeten, Dochy, Struyven, & Parmentier, 2016), learning environment is “the relationship the human being maintains with the physical or natural environment in which he actively develops, involving pedagogy involuntarily” (p. 22). From this definition it is understood that students who use the environment as a learning method, will be able to reflect on their management and form the others, within this environment. “All those physical-sensory elements, such as light, color, sound, space, furniture, etc., that characterize the place where students have to do their learning. This contour must be designed so that learning takes place effectively” (Kangas, Siklander, Randolph, & Ruokamo, 2017).

Regarding the opinions cited by the mentioned authors, any space used to develop the teaching-learning process, is considered a learning environment. "The term environment refers to the set of physical sites and the chronicles that are created between children and society as a whole". (Richardson & Mishra, 2018, p. 54). From the opinion

expressed, environments are physical spaces, where relationships are established, whether they are learning, affection, social or cultural. In simpler terms, learning environments are all the places where the individual relates to others.

Learning environments are a series of elements and actors (teachers and students) that act in the teaching-learning process. The use of them must always coincide in space and time where the boys and girls assimilate the knowledge. The implementation of learning environments must be integrated into a group as to achieve students' objectives efficiently and effectively, which will be part of the comprehensive and collaborative development. Five essential components must be integrated: Exercise, Actors, Tools, environment, and pedagogical component.



Graph 1. Difference learning environment
Made by Yanez, A. (2020)

2.2.1. Activities.

"They are considered as the center of the learning triangle, where different resources must be used for their execution, which in turn can be learning or administrative activities" (Jonassen and Roher, 1999, p. 13); cited by (Nolting, Midla, Whittington, Scheer, & Bowman, 2018). For a good activity to be carried out within the learning areas, it is necessary to have good teaching resources, in addition to have good planning for an effective English language teaching, they are divided into two categories: learning activities, and administrative activities.

Learning activities is the act of learning and the results obtained are measured and evaluated through pedagogical objectives. These can be: Individual (Reading, Monographs, Test and Research and information review), Collaborative (Dialogues, Argumentation and discussion, Spaces of Shared Work and Troubleshooting), while **Administrative activities** are support activities divided into planning, monitoring, organization and evaluation throughout the teaching, learning process

The learning activities to be carried out in the English classroom are part of an adequate design and planning, which make the difference between learning or not, whether they are individual and collaborative. When it is considered as individual, the particular characteristics are observed such as learning styles, if it is from social ambit, communication and interaction skills must be considered, but if both aspects are considered together, success in teaching-learning process would be affected. Both must be linked to a single purpose, in this case, teaching through learning environments is specifically linked to teaching in an organized and structured way through something motivating and innovative.

2.2.2. Tools

"Tools are resources the students use as intermediaries in the learning process, being the language the first tool followed by physical resources" (Jonassen and Roher, 1999, p. 15), cited by (Nolting, Midla, Whittington, Scheer, & Bowman, 2018). Without a language, learning cannot be possible and coupled with it, the use of physical tools appears, which can be computer elements such as audio-videos, simulators, the creation of some type of document, or in turn can be a tool for conducting experiments.

The continuous changes that society has experienced in recent decades have made people driven towards the transition of a globalized society and knowledge, with direct consequences in the transformation of the organizational and productive useful to respond to the increasingly high demands of the world market. It is necessary that each country, region and organization be ready to respond to the requirements posed by the new

relationships between man, society, knowledge, communications, education, productive sector and how to evolve in the knowledge arising from themselves.

(Karatas & Baki, 2017), affirms in this regard that there are three factors strongly linked to the development of contemporary society; that is, the revolution caused by information technologies, globalization, scientific and technological knowledge. These factors, in the field of productive relations, are causes of the acceleration of the rate of technological change which requires greater capacity for adaptation to new situations. The globalization and market competence require the human resource qualification, the improvement of its competitiveness, its ability to effectively use the information and the knowledge; with the purpose to achieve innovative people that allow the creation of new values in their productive performance. It is clear the current need to be increasingly competent in everything we do.

2.2.3. Actors

"They are the people involved in learning, who are the teacher as guide and facilitator, and the students as participants in action" (Jonassen and Roher, 2000, p. 16). These actors are the ones who promote learning, since if one of them is missing it would not work as such. The teacher is the one who must organize the activities for their execution and guide and incite the students to carry them out. And students must adopt the role of protagonists for their learning, where they must be active in the execution of activities.

In the family, children acquire his first educational lessons on behavioral values and little by little they forge their personality such as training from their parents or older people, depending on the sociocultural or family context of each individual, once the child acquires their first lessons, they are taken to school where they most likely share with other students, but most especially with teachers who will become the child's intellectual reference in the acquisition of the knowledge. According to Dr. Prieto, cited by (Catalán, Catalán, & Jiménez, 2018) affirms:

We must not forget that the teacher is not merely a transmitter of knowledge but is also a strong socializing agent and that, with his teaching, he transmits a series of values that go to pierce directly or indirectly, in the training of students (p.64).

These words lead teachers and the school community to think about teaching actions, a task that implies a series of contexts where several aspects are carried out within socio-cultural point of view and they differ from each other. And this is what Conell supports in his article *Teachers work*, it is always difficult to specify the object of the teachers' work, the raw material which they work; as consequently, the definition of the task can be expanded and contracted in a very alarming way(Conell, R 1985), cited by (Catalán, Catalán, & Jiménez, 2018).

The family then constitutes the nucleus of society, where its participants, from the daily interaction immersed in group activities, come together in learning processes, which are mediated by the historical, social and cultural context of the society to the they belong but are naturalized. These activities allow these learning processes to serve as instruments to belong to the culture of which the family is a part. In this way, the relationship between adults and boys and girls develops within the framework of the transformation of the world and the environment in which they have lived.

On the other hand, the teacher must have a teaching vocation, possess psychology and psychotechnical skills (skills for an effective understanding of the individual facts and the ability to apply teaching techniques). The teacher represents a guide or an example to follow during school life: In childhood, in the accompaniment with parents, the teacher is considered as a trainer while in adolescence will be an example of values and skills. The relationships between teacher and student are very important to the educational process, so the teacher will have excellent results with their students, who will know how to take advantage of them for their development, but not a bad teacher who can even ruin the lives of their students.

2.3. Importance of appropriate environments for development and learning

It is necessary to emphasize that children from three years of age begin their learning quickly, for (UNICEF, 2016), “A child who has developed in a more complete way has more possibilities of surviving and prospering, of participating actively in the vicissitudes of life and feeling capable of changing the world.

It is important that learning environments in the classroom provide their students an environment that fosters comprehensive, emotional, social and educational development where there is a climate of trust, acceptance, respect, solidarity between teachers and students, obtaining quality learning. In other words, the institution is a place that must be aware of the environments it will provide to its students, with the necessary space, materials, access, and trained personnel for the teaching-learning process.

2.4. Learning environments in the English language Acquisition

With the changes that education has had in favor of more efficient and appropriate training, in relation to students' context, learning environments become important, since they are considered a decisive factor for student performance. School environments for teaching and learning the English language in basic education can be defined as “the socio-psychological and material environment where students and teachers work together” (Abramova & Shishmolina, 2017, p. 234), in which learning works as a factor that constitutes the relationships between social, institutional and cultural variables.

Thus, learning environment, apart from being an educational process, aims to guarantee an optimal teaching and learning process, it must be complemented by all the elements that are part of this process, from physical material to students' needs. Learning environments tend to vary according to their purpose. So (Abramova & Shishmolina, 2017) suggest they can be classified into three types: the first one is the competitive learning environment, in which the student can demonstrate and excel as the best, through their cognitive abilities.

The second one is the individualistic learning environment, which is a personalized job that each student performs, according to their rhythm and learning process. Finally, the third is the cooperative learning environment, which is characterized by making students work in small groups (teams), in such a way that its members achieve together the goal or the task proposed by the teacher. It is worth mentioning that each team has its own dynamics, because there are different environments in which the interaction occurs. This implies knowing how to apply strategies depending on the context and task. For the teacher, it is vitally important to promote this type of learning, since it leads to being creative, recursive, efficient and resourceful when working within the classroom-

Likewise, the ability to use materials in the classrooms, the teaching methods and knowledge to provide a pertinent learning environment are a fundamental basis for both students and educators, so that students can interact and take advantage of such advantages for their learning.

2.5. Organization of learning environments

Learning environments must be designed or elaborated taking into account some dimensions, which are: Physical, functional, temporal, and relational dimension. For a better understanding, an analysis of each one is made.

The Physical Dimension. - It must be of a structural environment whose space and conditions must be in accordance with the furniture, materials and decorations, distribution and organization are based on that dimension. "It encloses all the material elements that make up the learning environment, such as the classroom, its movable and decorative composition" (Bandura, 2001, p. 45). The physical dimension in the learning environment helps in the development and coupling of the student with the activities to be carried out, because the organization that may have the place of study has a certain level of concentration or deconcentration according to this structure.

The Functional Dimension. - They must be in accordance with the good use of the physical space, establishing functions and activities to be carried out in it. (Bandura, 2001), "It refers to the use or multipurpose that can be given to the physical space, either autonomously by the student or with the guidance of the teacher." Then the functional dimension refers to how to use the physical space in a useful way for student learning, taking as an example the games room where it can also be modified for talks or manual work.

The Temporary Dimension. - Corresponds to the organization of time, therefore, days or daily routines must be distributed to be developed within the environment that is counted in the classroom, in such a way that all students use them. "It is linked to the structure of time and therefore to the way in which the spaces will be used in terms of the activities to be carried out" (Bandura, 2001, p. 46b). This dimension encompasses the previous dimensions, delimiting the time in which the events will take place, which in turn must coordinate with the space in which they are located. Thus, it also refers to the time that will be used for teaching and other activities.

These dimensions mark the organization that must be maintained in the learning process, understanding the space in which it takes place and the way how to use the elements found within the classroom, also showing the time that must be use in each activity. In this way the child can better appreciate learning. This dimension has some characteristics that must be considered, such as:

- a. The organization of time in specific periods so that the students can participate in a variety of learning practices.
- b. Proportion of a stable and flexible arrangement, that allow to affirm the events that happen on a daily basis within the learning environment.
- c. Stability in the distribution of time, because it allows students to enjoy reminding the teacher of the following activity.
- d. Offering a balance of moments of abundant activity and moments of little activity, such as between individual activities, as well as the transition between one activity or another.

- e. Providing a time for learners to express themselves and manage to put their goals into practice.
- f. Enabling educators to commit to helping learners so that they can learn for themselves.
- g. Providing learners with a psychologically purposeful and safe environment.
- h. Facilitating the adaptation of students between the home and the Initial Education Center. (Sweller, 2017, p. 14).

Relational dimension is the one in charge of including the different ways of relating interpersonally and the experiences of coexistence that occur in educational spaces. In this dimension, the interrelationships of the students with their families, educators, professionals of various kinds, managers, among others, are evident. In order to have a relational learning environment, this dimension must be designed taking into consideration the following suggestions:

- a) Having a space that opens up to spaces for socialization.
- b) Maintaining a positive social climate, where interpersonal relationships are developed in a margin of respect, affection, equality, and norms designed by the teachers.
- c) Providing an environment filled with a warm, affective, creative atmosphere, suitable for promoting active participation. (Fernández 1994, p.50-55).

Teacher's Role in the Learning Environments

The main teachers' responsibility is to design learning environments that promote a space in favor to the rights and learning, where freedom of action, the respect for its actors, the existence of the necessary resources, the relationships and creativity are guaranteed. (Aksoy, 2018) states in order to have a good classroom environment teacher must:

- a. Organize the physical space to help the experiences of the students, in such a way they are provided with the opportunities to develop active learning, spatial location and interactions.

- b. Achieve the students' comfort in school environment, as to foster positive culture attitudes, strengthening ties between: students, community, home and Educational Center.
- c. Promote emotional ties, showing affection, physical contact, facial expressions, affectionate and understandable verbalizations.
- d. Establish with students the norms and limits, based on what they can do and understand.
- e. Organize the use of time to provide relative stability, thus offering security and understanding temporal sequences.
- f. Respect the expressions of students' emotions, promoting control and recognition.
- g. Create learning strategies.
- h. Allow learners to experiment with objects.
- i. Offer students elements from socio-cultural context, so they can use them as learning objects, thus strengthening their identity (p.23).

Types of Learning Environment

The learning environment is classified into physical, virtual, formal, individual, and collaborative. A learning environment is understood as those spaces where the favorable conditions for teaching and the transmission of knowledge take place, that is how they can be perceived in different forms and ways, depending on the theories of education that are adopted and the matter in question.

This is how the learning environment merits the physical, social and place conditions for the development of the individual individually and with his environment in the exchange of knowledge; If the environment is positive, not only will there be the transmission of ideas, but new ones will also be recreated. On the contrary, if the environment is negative, the subject will become apathetic and there will be no communication with their counterparts, (OR) with their instructors, making the educational process unsuccessful.

Physical Environment

Many researchers have argued this aspect refers to the physical plant in which the exchanging ideas takes place, that is, that the physical cabinet refers to the space in which teaching takes place. Although it is true that carrying out the educational process in a consistent and appropriate space for education reports positive results, it is also true that it includes a series of requirements that cannot be ignored and all refer to the teacher's labors. In Fact, the teacher is the instructor who carries the burdens of education, so he must equip himself with the right tools or with the propitious techniques so that the flow of information occurs in an adequate way and promoting students to comprehend the English class in an ideal way.

Virtual Environment

It corresponds to the digital space, in which the contents are developed and the individual goes to them in order to apprehend them in a self-taught way, but for the objective to be fulfilled it must meet a series of requirements inexorably, which are both in form and substance, in fact, the content provided on the platform must be fully understood by the person or must be easily understood.

On the other hand, the content must be arranged correctly, that is, the letter must have an adequate size that makes it easy and comfortable to read, as it is also necessary that the content provided in it is as simple as possible to understand. It is also necessary that other techniques or tools for the transmission of information are also involved, such as using images alluding to the content, or it is presented in another way, either through the use of mind maps or the well-called infographics.

Despite the fact that it may be complex, today this teaching methodology has gained a great popularity in the community, becoming a very popular modality today, so people use it to learn more easily and at the pace they they wish.

Formal Environment

It corresponds to institutionalized spaces, that is, to those which have been formed according to the law, which presents a structure, a hierarchy and even a series of norms according to which they must always be governed and which merits the intervention of the State, for the regularization of its activities. In this case, reference is made to the schools, educational institutes, universities and classrooms that are presented and that present a modality of both physical and virtual education, in which the person can develop.

By contrast, within these, informal environments are distinguished, which are no more than those where the person carries out a series of actions that involve the exchange of information and the corresponding acquisition of knowledge, without being in an institutionalized space such as such.

Individual Environment

This is the name given to those spaces where teaching and learning takes place individually, that is, the person proceeds to study but for himself and his experience is unique and exclusive, and sometimes both formal and informal instruction may intervene.

Collaborative Environment

In contrast to the individual ones, they are those where the person can present himself and participate with other people in the exchanging information. This is how students can develop a series of characteristics of collaboration, by exchanging knowledge, thoughts and attitudes, thus existing a feedback between the person, the tutor and their peers, being able in any case to present a real dynamic of learning and exchange information which is productive and beneficial for all the participants.

The importance of school Environment in teaching the English language

Classrooms today have been taken as necessary spaces where students carry out active exploration, allowing them to use all their senses, discovering direct experience in the materials and resources provided by learning environments, most of them can be reading, painting, games, stories, construction, among others. It is considered as great importance; having classrooms with comfortable and safe spaces will allow children to learn the English language in a motivating and innovative way, promoting good academic performance in them. Students will achieve better skills and development in an integral and intellectual way.

Learning environments seek to improve the comprehensive development of students through cognitive, physical, creative, and socio-affective dimensions. To reach these dimensions, students must interact in spaces or environments that allow them to know, learn and develop skills which are fundamental in their daily life, that is, these individuals must develop their social sense and in an integral way, essential and necessary in its growth.

Learning environments are a common purpose, it is the organization of essential learning that boys and girls acquire as they are educated, it is not only based on the administrative conditions of the institution, but on the management that it carries out so that the and the students use physical spaces with pedagogical principles of organization and the use of material resources in an appropriate and necessary way. For the author (Make & Yonas, 2018) "The fundamental purpose of the institution in providing learning environments is to provide boys and girls spaces with varied materials and available to students, where they can access when they deem necessary" (P.6).

Any educational institution can provide physical spaces, but the implementation of learning environments must innovate and create new interests and expectations regarding the needs of its students, the more knowledge they acquire in an innovative way, the more effective and quality of teaching will be. Therefore, it is essential to have learning environments according to the space and student's age.

Teaching and learning a second language in primary education

First, it is important to establish what second language teaching focuses on. According to (Ellis, 2018), the acquisition of a second language "can be defined as a way in which people learn a language other than their mother tongue inside or outside a classroom", having as its purpose knowing how the student appropriates language naturally, considering for it important aspects of learning their mother tongue.

In addition, (Chomsky, 2011), (Ellis, 2018) point out that the human brain has a Language Acquisition Device, LAD, which is an innate mechanism that allows children to develop language skills, where all children are born with a universal grammar that makes them receptive to common aspects of all languages, therefore, they show ease of appropriating them. The English language is considered the main element of communication between very diverse cultures that share few or no features in common. The phenomenon of the English language is interesting because it can also be related to a debate about its presence around the world, its reasons, and consequences.

This is the importance of teaching languages from an early age, for which (Cameron, 2015) emphasizes the Hypothesis of the Critical Period, which establishes children from age under twelve find it easier to appropriate the language, since there is a unique mental activity at this age, where the child is able to remember and activate what has been learned. The diverse materials that boys and girls use are a key element in their teaching, many of these materials will be new for students, but this is when they are provided with the necessary help to be manipulated, allowing children to explore and experience the medium.

Collaborative environment within the classroom to develop speaking skill

Since learning a second language in the classroom occurs through interaction with peers and teachers, this research focuses on the development of oral production. For this, sixth grade students have been taken as the main characteristic in order to present the increase of social ability children from seven to twelve years have developed, in contrast to those under seven. This last point allows them to interact in a more natural way, coupled with the great interest by the role they present at this age.

To achieve the purpose of promoting a collaborative environment in the classroom, it was sought that communication would be democratic; that is, that the sender and the receiver participate equally in the communicative process and, furthermore, that the message would be appropriate and understood by both, so that the entire communication process could fulfill its function (Leinonen & Gazulla, 2014). This allowed the students to receive the teacher's guide to later be able to carry out the activities focused on oral production with their peers.

In addition, as mentioned by Farías, (Leinonen & Gazulla, 2014), when speaking of collaborative work, the help provided by the teacher in teaching within the school is the one which provides support in the process of acquiring the knowledge towards significant learning by the student, thus being the teacher only a means or scaffolding within the process. That is to say, the help provided by the teacher must be gradually withdrawn, this in order to direct the student's ZPD, which begins with help at first and later autonomously.

Lev Vygotsky, cited by (Carrera & Mazzarella, 2016) believed that interaction with peers or peers plays an effective role in developing skills and strategies. he suggested that teachers can use cooperative learning exercises where less competent children can develop skills with the help of their more skillful peers, using the concept of proximal development zone.

Preparing the classroom with learning environments

The diverse materials students use is a key element in their teaching, many of these materials will be new for students, but this is when they are provided with the necessary help so that they can be manipulated, allowing children explore and experience the medium. Teacher must encourage and motivate students, taking into account the following: Let use materials without imposing them, experiment, stimulate creative work, use objects regardless of sex, inspire confidence and creative ability, observe their skills and abilities and encourage them to use materials they like.

To incorporate learning environments, it is necessary to prepare the physical space according to the students' age. The environment to be used by the students must be in accordance with the space and materials where they can manipulate, see, reach and obtain information visually. The environment where they will spend a large part of their time is in accordance to their sizes, that is, above their heads, a diameter of one and a half meter high is proposed and these environments are attached to the wall, so that they can move around in their environment without any danger.

Playful activities for developing speaking skill in school environment classroom.

A good option to promote opportunities for the learner to appropriate the English language significantly, is to expose them to routines where you connect new content with their personal baggage. (Cameron, 2001). Even more when it comes to recreational activities, they need to be exploited with different themes; that is, adapting to the student's age but also to the purposes of learning at different times of the school year to ensure the ownership of language.

As stated above, learning environments and types of contents are considered to mark the English study program regarding to speaking skill development; these being the corresponding ones at primary level. As a base, ludic interaction skills, which have the characteristic of handling short and repetitive sentences in content and have the advantage

of promoting confidence in students, attending to their level of attention and complementing TPR method proposed by (van Vlack, 2018).

Learning a second language through applying ludic actions aims to make learning quick, easy, effective, and funnier (Brown, 1989). All this through the development of communicative situations are relevant to promote students' interests in actively participating with their peers. That is why, to implement this type of activities, teachers' observation from students is required first, since Covarrubias and Piña (2004, p. 50) establish that "it is necessary to pay attention not only to their observable behaviors but also to the concepts associated with them or the representations that were created in students to be able to apply specific strategies with the study groups.

For the application of these activities clear objectives must be thought about, which are in accordance with the expected learning that the study program indicates. Therefore, it is required to carry out a concrete evaluation, which must comply with the stimulation of the students' autonomy, where the teacher is the one who monitors the students' progress as to check the level of understanding of the tasks and finally identify their needs, since the strategy may be attractive to some, but not so much to others.

The use of ludic activities in English class for speaking skill development

Ludic activities comply with peculiar characteristics such as specific content to develop, classroom interaction, promoting all students to participate and help each other and a specific grammatical structure that, through constant repetition, allows the content to be appropriated. The teacher works as a mediator for oral production but at the same time be useful to practice or reinforce a topic, according to the objectives established by the study program or the teacher. Here are just a few examples of play strategies applied to promote oral production for primary school students: role play, finding someone who, guessing who I am, who ate the cookies without saying? and dictated running.

2.3. Legal Framework

Constitucion de la República del Ecuador

Niños y Adolescentes

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL, 2011

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y

constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

Art. 17.- Derechos. - Los miembros de la comunidad gozan de los siguientes derechos:

a. Recibir educación escolarizada o no escolarizada, formal o informal a lo largo de su vida que, complementa sus capacidades y habilidades para ejercer la ciudadanía y el derecho al Buen Vivir;

b. Participar activamente en el conocimiento de las realidades institucionales de los centros educativos de su respectiva comunidad;

c. Fomentar un proceso de conocimiento y mutuo respeto entre la comunidad organizada y los centros educativos de su respectiva circunscripción territorial;

Plan de Desarrollo Social

1.4 Garantizar el desarrollo infantil integral para estimular las capacidades de los niños y niñas, considerando los contextos territoriales, la interculturalidad, el género y las discapacidades

1.5 Fortalecer el sistema de inclusión y equidad social, protección integral, protección especial, atención integral y el sistema de cuidados durante el ciclo de vida de las personas, con énfasis en los grupos de atención prioritaria, considerando los contextos territoriales y la diversidad sociocultural.

1.6 Garantizar el derecho a la salud, la educación y al cuidado integral durante el ciclo de vida, bajo criterios de accesibilidad, calidad y pertinencia territorial y cultural.

Objetivo 2: Afirmar la interculturalidad y plurinacionalidad, revalorizando las identidades diversas

2.1. Erradicar la discriminación y la exclusión social en todas sus manifestaciones, especialmente el machismo, la homofobia, el racismo, la xenofobia y otras formas conexas, mediante acciones afirmativas y de reparación integral para la construcción de una sociedad inclusiva.

2.2 Garantizar la interculturalidad y la plurinacionalidad en la gestión pública, para facilitar el goce efectivo de los derechos colectivos de los pueblos y nacionalidades.

2.3 Promover el rescate, reconocimiento y protección del patrimonio cultural tangible e intangible, saberes ancestrales, cosmovisiones y dinámicas culturales.

2.4. Conceptual Framework

Attitude: is defined as a learned predisposition to respond in a consistent way to a social object. (Eiser, 2012)

Communication: Education is a process of interaction. Communication stimulates the educational process. The basis of education is precisely communication. There is a reciprocal relationship between communication and education, at the same time as there is a difference between both processes (Aalberg, Esser, & Reinemann, 2016)

Competence: the ability to do something well, the quality or state of being competent (Fryer, 2019)

Learning: A process of construction: internal, active, individual and interactive with the social and natural environment. To learn, students use logical structures that depend on variables such as previous acquired learning and socio-cultural, geographical, linguistic and economic-productive context (Saritha, 2019).

Language Acquisition: Language is a very important part of life. Communication between people not only enables us to understand one-another, but aids in developing relationships and allows us to communicate our problems, suggestions and plans. (Carrera & Mazarella, 2016)

Meaningful learning refers to the concept that the learned knowledge (lets say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is) (Agra, Formiga, & Oliveira, 2019).

Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing mannerv (Ellis, 2018)

Teaching: From teaching to comprehension, teaching implies thinking about a process through which the teaching professional tries to favor in the students the construction of the knowledge, implementing innovative resources and teaching strategies tending not only to favor the work with cognitive abilities and cognitive goals, but also to consolidate the intrinsic motivation of their students." (Schneider, 2013).

School environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate (Boccanfuso & Kuhfeld, 2011).

CHAPTER III

3. RESEARCH METHODOLOGY

This chapter describes the research methodology applied in this project in order to have statistical results about Teaching English in children and the influence of using classroom learning environment. On the other hand, comparative table and sample calculation were used as to obtain accurate data. Techniques and instruments research were used to get the analysis and results about English teaching and learning process,

3.1. Types of Research Description

The project is based on different types which will be beneficial as to overcome the learning problem found in students due to the lack of teaching resources in order to improve speaking skill

It is **descriptive** because it describes the place of the events which allows to compare the causes and effects by carrying out a constructivist analysis thus arriving at solve and measure this problem. This study showed a professional and sufficient capacity to obtain accurate data that will help the educational community to solve teaching and learning problems in the English language. Descriptive research consists of characterizing a fact, phenomenon, individual or group, in order to establish its structure or behavior.

(Graham, Minhas, & Paxton, 2016), “the purpose of descriptive research is to establish a description as fact detailed where the variables act, without looking for causes or consequences of the phenomenon”. The objective of this investigation is to carry out a description of the problem to be solved through the composition and processes of how an institution conducts and functions in relation to the project perform.

The research focused on the classroom environments and its influence in speaking skill in sixth grade students at Unidad Educativa La Moderna, in addition, Statistical research is applied in this project with the purpose to seek the main causes of the problem, as well as observing the facts as presented in real contexts in order to have a real, precise

and systematic data, without manipulating the research variables established and indicated in the formulation of the trouble.

3.2. Methods and Techniques

This project is based on qualitative methods; analytical, inductive, deductive and statistical to deepen the study of a problem. Qualitative researchers make narrative records of phenomena that are studied through techniques such as participant observation and unstructured interviews. This method was used while the exploratory and explanatory research was carried out, which in order to study the problem, had to make visits to the institution and note the lack that existed to perform the pedagogical recovery classes and when the interview was conducted.

The research approach, according to Hernández & Fernández (2010), “is a systematic, disciplined and controlled process, which is related to research methods”. The methods of research can be inductive and deductive (p. 874). Both methods are associated together, so mixed method will be used in this research project.

Inductive Method goes from the personal to the most frequent and it will be used in the project since observation must be applied as to detect problems presented by students in the classrooms. On the other hand, deductive Method is also relevant because it allows the researcher to study the problems that cause the misuse of teaching resources in the development of speaking skill.

For this reason (Woiceshyn & Daellenbach, 2018), in his scientific article *entitled Evaluating inductive vs deductive research in management studies* conclude that “This method consists on a first stage characterized by induction of explanatory principles from phenomena observed and then, a second stage where statements are constructed based on the aforementioned principles and the phenomena are referred” (p.2).

Analytical Method; useful for analysis and decomposition of the elements by observing a fact which is generated in the institution. This method is necessary to

understand its essence; surveys and interview have been applied in students, teachers and the school community at Unidad Educativa La Moderna in order to get some statistical tables and representations graphs. This has been important to apply as to carry out the analysis or comment and get the recommendations and conclusions. Mathematical-Statistical Method is used for a educational research, which helps determine the amount of sample which is to be studied, tabulate and perform various data.

3.3. Techniques and Instruments

The techniques to be used in this project are the interview and the survey since it is addressed to the authority of the institution, and the general educational community.

Interview: This technique is a useful resource to collect information through questions, addressed to the school principal or English coordinator. In this project, an open-ended questions and unstructured form information are going to be applied as to collect information about variables already previously exposed.

According to (Dianiska, Swanner, Brimbal, & Meissner, 2019), when referring to interview technique indicates that: “It is a communication process that takes place between two people, where the interviewer obtains relevant information from the interviewee about a certain problem” (p. 131). At this point it is important to note that the interview is the most used in research since it allows the researcher to obtain information directly from those involved, information that will later be analyzed to determine the causes of the problem and delineate strategies to solve them.

Survey:

It constitutes the second instrument used for collecting information about the research problem and was applied to sixth grade students and teachers from Unidad Educativa La Moderna. At this point it is worth noting what (Bearman, Brubacher, & Timms, 2019) said in his research titled: *On the method, problems of the research empirical in sociology*, where referring to the survey indicates that: “It is an investigation

carried out on a sample of subjects representative of a larger group, where they are used standardized interrogation procedures with the intention of Obtain objective or subjective information from the surveyed population” (p 326).

The application of the same allowed to collect reliable information directly from the sixth grade students and representatives, who gave their point of view on the problem centered on teaching of the English language, which allowed important conclusions to be drawn determining the feasibility or not the design and execution of the research proposal consisting of designing a guidance for learning environments to enhance students’ speaking skill development aimed at teachers and students form Unidad Educativa La Moderna.

In this project the survey technique was used to a part sample from sixth grade teachers, and students from Unidad Educativa La Moderna. A questionnaire with closed questions was also prepared, for this Likert scale was applied in order to measure attitudes and know the degree of conformity of the respondent with any statement that is proposed, by facilitating the data tabulation process, analysis and the interpretation and after that, conclusions and recommendations. According to the Lickert scale, we detail then the following assessment table applied in the project research.

- 1 = Strongly agree
- 2 = Agree
- 3 = Indifferent
- 4 = In disagreement
- 5 = Stro-ngly disagreement

3.4. Population and Sample

3.4.1. Population

As mentioned by (Etikan, Alkassim, & Abubakar, 2016) "The population is detailed as the generality of the phenomenon to be studied where the population units they preserve

a common singularity which is analyzed and established research data" (p.256). The population is considered as the total of a whole since they are the origin of the data about research. A population is a set of subjects, individuals, elements or events with certain characteristics. A sample of said population is often obtained, that is, a representative subset. After performing a statistical analysis on the sample, the results extrapolate to the rest of the population (statistical inference).

3.4.2. Sample

For (Balakrishnan & Wainwright , 2017) “The sample is a subset of population which it represents to the universe of individuals who are immersed in the study. "The sample is taken by the application of statistical formula, but there is a case that the population does not reach 100 individuals, in this caseX a non-probability sampling is considered taking the same population data.The sample for this project was taken from the same number of the population, since it has few members. Being detailed in the following chart.

Chart 1.Sample

Group	Population	Sample	Percentage
Teachers	13	13	100%
Sixth grade Students	45	45	100%
School principal	1	1	100%

Made by: Yanez, A (2020).

3.5. Data Analysis method

The interpretation of the results was analyzed and interpreted according to statistical systems using graphs and tables, conclusions and recommendations will be set after having studied the cause of the learning problem through graph interpretation. This

analysis will not allow the researcher to establish in what conditions the teaching-learning process is found in relation to improve speaking skill development. The collection of information is from primary sources as it is will use the Survey as a technique, which will have 10 questions items. After collecting the information, we proceeded to analyze and organize them to mathematically quantify them and thus obtain conclusions that will support the proposal.

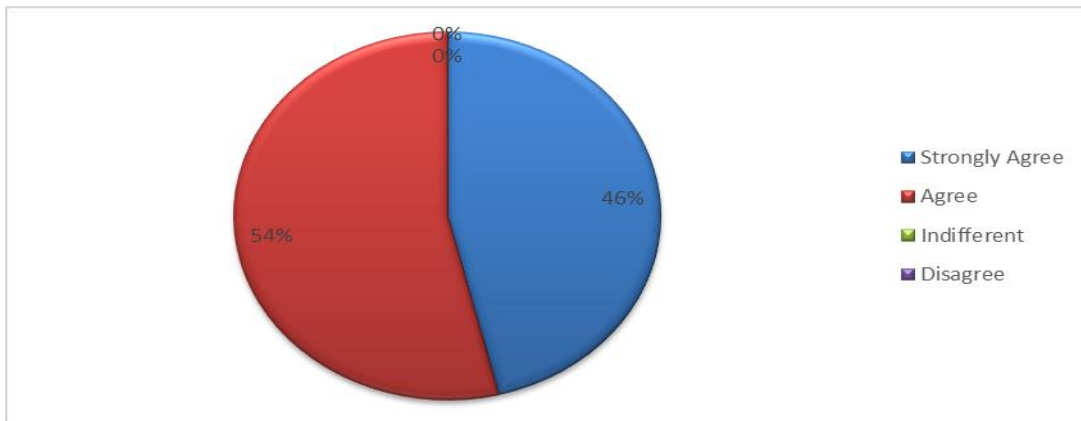
3.6. Teachers' survey

1. Do you agree with applying some learning environments to motivate primary students?

Table 1. Applying classroom learning environment

Code	Category	Frequency	Percentage
Item 1	Totally agree	6	46%
	Agree	7	54%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		13	100,00%

Made by: Yanez, A (2020)



Graph 2. Applying classroom learning environment

Made by: Yanez, A (2020)

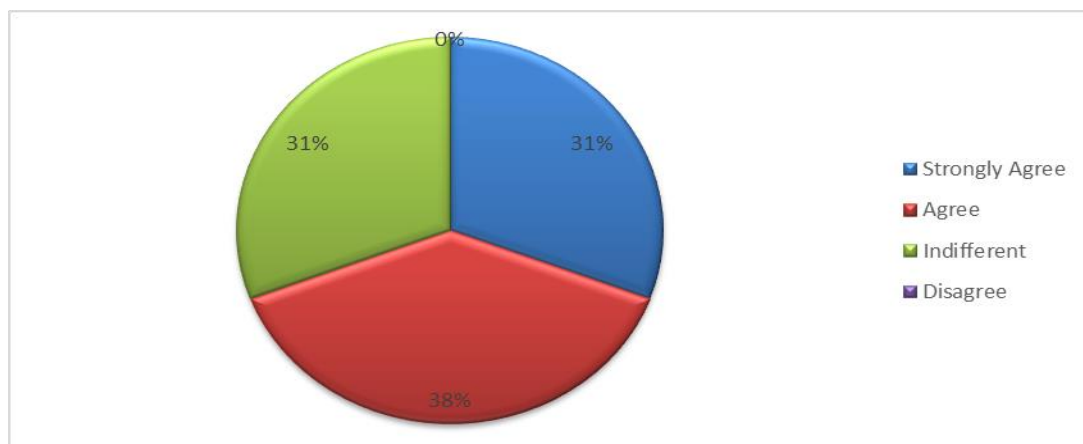
54% of teacher surveyed strongly agree the use of classroom environment is merely necessary, because it has been shown that children need motivating environments to increase their knowledge, and 46% agree, which shows that they feel the need to insert an appropriate learning environment to motivate development physical and mental of children in order to improve speaking skill.

2. Do you consider ludic and dynamic activities can improve the development of creative thinking in children?

Table 2. Ludic and dynamic activities

Code	Category	Frequency	Percentage
Item 2	Totally agree	4	31%
	Agree	5	38%
	Indifferent	4	31%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		13	100,00%

Made by: Yanez, A (2020)



Graph 3. Ludic and dynamic activities

Made by: Yanez, A (2020)

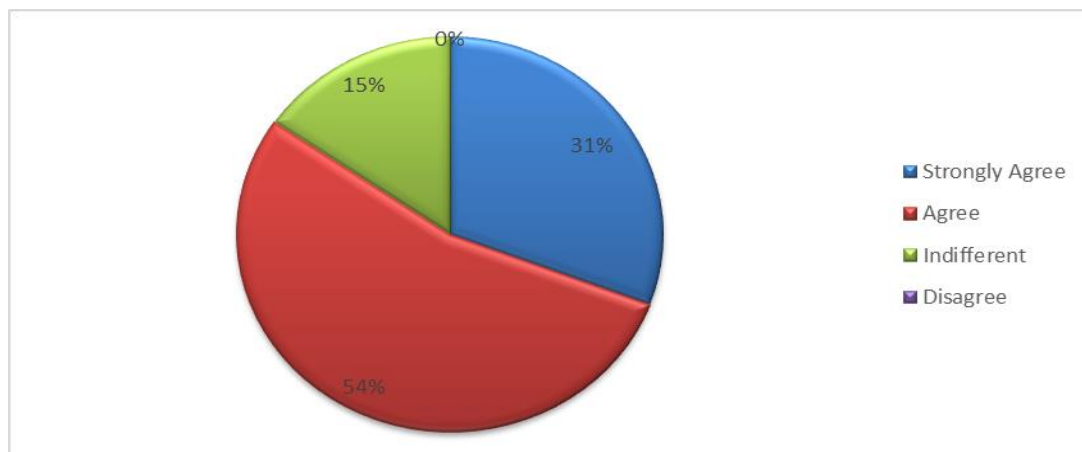
The total amount of 13 teachers, 31% consider indifferent because of lack of knowledge about the importance use of ludic and dynamic activities to improve speaking skill development; however, 31% of them they agree with this question. Children are motivated and learn better thorough of the games. Teachers must know the benefit classroom learning environments have as to develop students' academic performance and their English language acquisition.

3. Do you consider important teacher must implement activities that promote participation, integration of students during the process before English language learning?

Table 3. The use of teaching activities to promote English language learning

Code	Category	Frequency	Percentage
Item 3	Totally agree	4	31%
	Agree	7	54%
	Indifferent	2	15%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	13	100,00%

Made by: Yanez, A (2020)



Graph 4. The use of teaching activities to promote English language learning.
Made by: Yanez, A (2020)

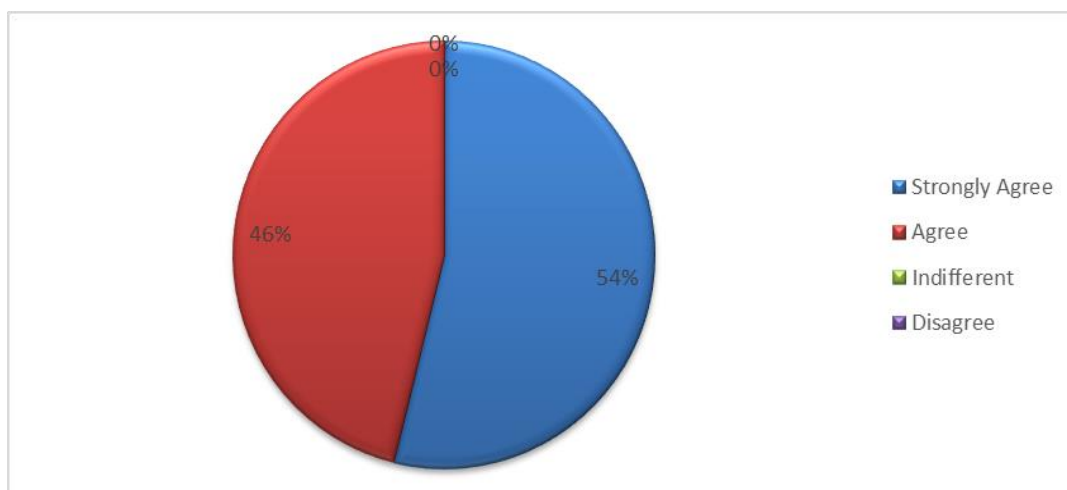
85% of teachers surveyed strongly agree and agree with carrying out fun teaching activities to catch students' attention, spark their interest in learning and promote them towards participation and integration when learning the English language. The development of classroom learning environments influence children's learning, because they will be able to develop their learning without any problems and feel eager to learn and develop their speaking skill.

4. Do you agree training based on methodology propitiates scenarios for learning the English language learning?

Table 4. Teaching training to fosters ideal learning environments

Code	Category	Frequency	Percentage
Item 4	Totally agree	7	54%
	Agree	6	46%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		13	100,00%

Made by: Yanez, A (2020)



Graph 5. Teaching training to fosters ideal learning environments

Made by: Yanez, A (2020)

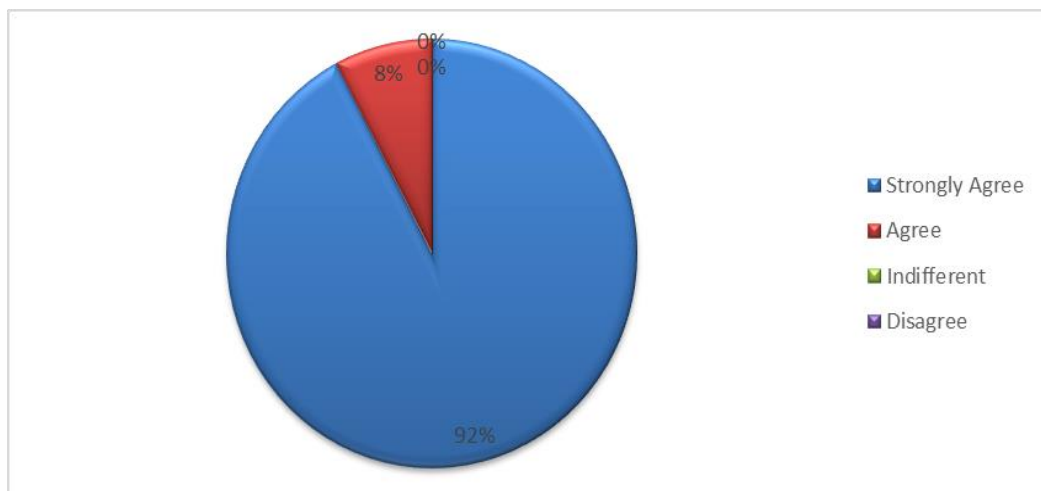
54% of teachers strongly agree with training courses as to improve their way of teaching and the other 46% affirm with this theory. Teachers admit they have not received training course on methodologies based on promoting suitable scenarios for learning the English language, because of several reasons such as financial resources; on the other hand, there are other teachers who train by themselves by accessing free online courses.

5. Do you agree with applying appropriate teaching strategies within the learning environments to develop speaking skill?

Table 5. Appropriate teaching strategies for speaking skill development

Code	Category	Frequency	Percentage
Item 5	Totally agree	12	92%
	Agree	1	8%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		13	100,00%

Made by: Yanez, A (2020)



Graph 6. Appropriate teaching strategies for speaking skill development
Made by: Yanez, A (2020)

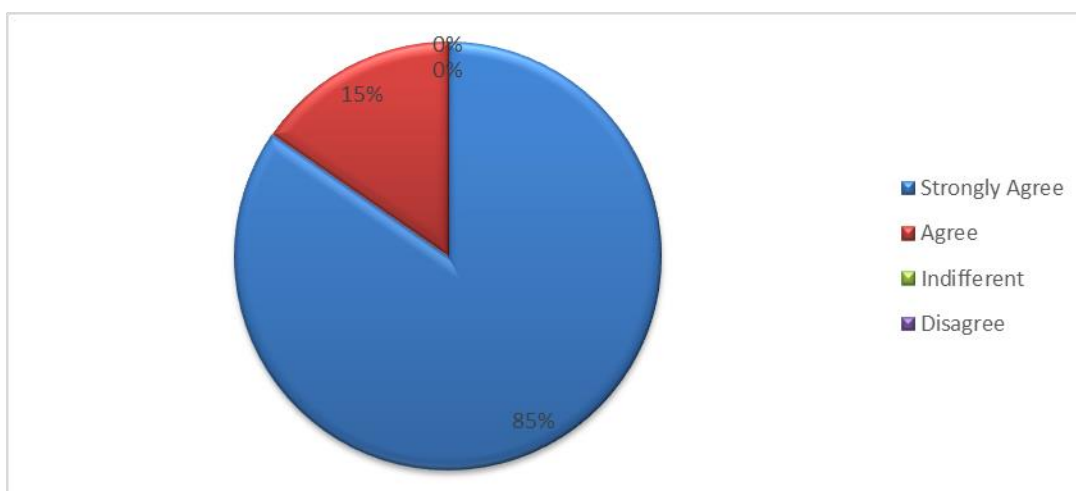
In teachers' survey, it is evident that 92 % agree with applying appropriate strategies within the learning environments, because in this way students will foster speaking skill development and abilities, however these elements are not currently updated for teachers, so this research needs to be applied immediately. However, some teachers consider positively the use of traditional ones.

6. Do you agree with generating adequate spaces in the process of English teaching and learning would raise the educational quality and students' academic performance?

Table 6. The Importance of generating adequate spaces

Code	Category	Frequency	Percentage
Item 6	Totally agree	11	85%
	Agree	2	15%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		13	100,00%

Made by: Yanez, A (2020)



Graph 7. The Importance of generating adequate spaces

Made by: Yanez, A (2020)

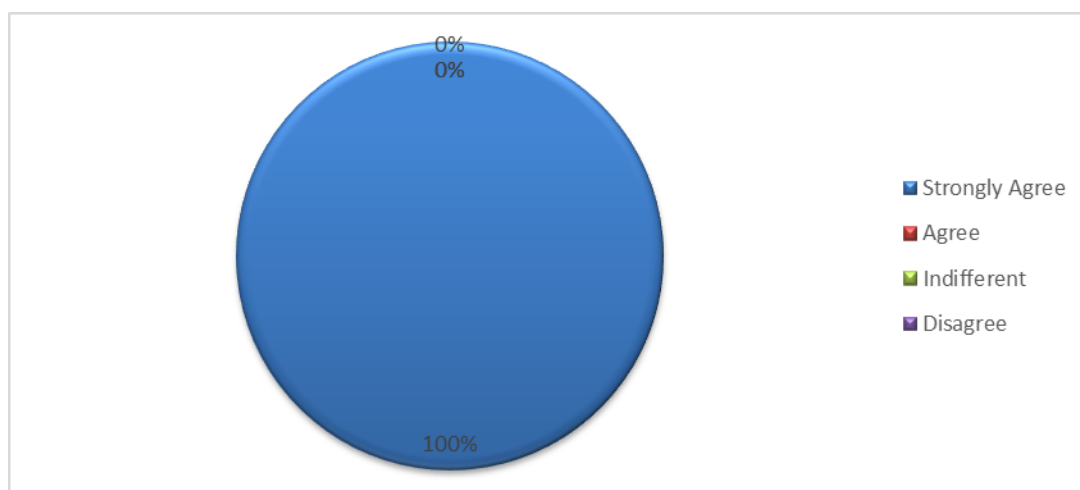
100% of teachers consider that generating appropriate scenarios of learning would facilitate the educational process, as they guarantee an education quality. Therefore, to obtain an optimal learning environment teachers must allow not only the physical (infrastructure) but also the resources or didactic tools to stimulate the development of knowledge, skills and attitudes in students.

7. Do you consider learning environments decrease speaking skill failure in sixth grade students?

Table 7. The use of learning environments to decrease problems

Code	Category	Frequency	Percentage
Item 7	Totally agree	13	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		13	100,00%

Made by: Yanez, A (2020)



Graph 8. Teacher's motivation to encourage students to learn the English language

Made by: Yanez, A (2020)

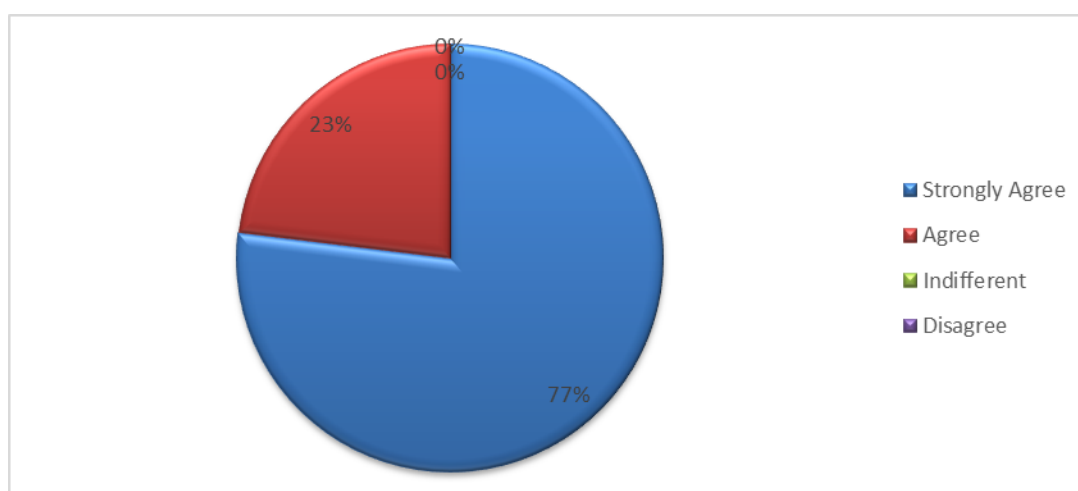
In this survey, one hundred percent of teachers strongly agree the use of classroom learning environments as to increase speaking skill, they are considered important to reduce the problems that some children have for the development of speaking skill in the English language acquisition inside and outside the classroom. They do not only avoid English learning problems but also generates a motivation in students to develop their physical abilities and cognitive in an optimal way.

8. Do you think designing a didactic strategy for a better learning environment would help students improve understanding and learning the English language and foster the knowledge?

Table 8. Designing a didactic strategy guidance of for a better learning environment

Code	Category	Frequency	Percentage
Item 8	Totally agree	10	77%
	Agree	3	23%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total		13

Made by: Yanez, A (2020)



Graph 9. Designing a didactic strategy guidance of for a better learning environment

Made by: Yanez, A (2020)

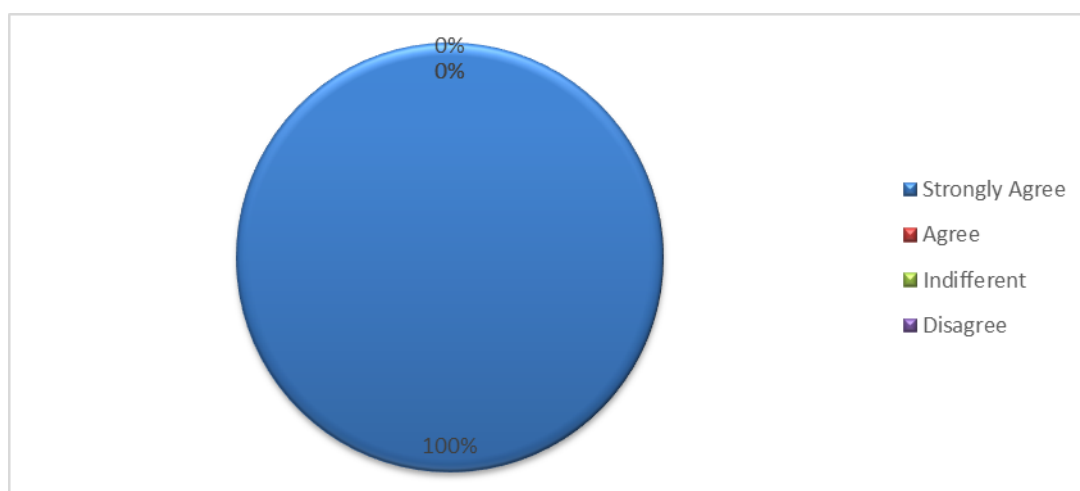
Most of the teachers affirm the importance to have a learning guidance adjusted to the reality of their classroom in order to create a dynamic classroom environment, with active and innovated methodologies to develop cognitive skills in students at the moment of learning the English language.

9. Do you think that learning environments need to have descriptive guidance for learning environments to strengthen speaking skill?

Table 9. Descriptive guidance for classroom learning environment

Code	Category	Frequency	Percentage
Item 9	Totally agree	13	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		13	100,00%

Made by: Yanez, A (2020)



Graph 10. Descriptive guidance for classroom learning environment

Made by: Yanez, A (2020)

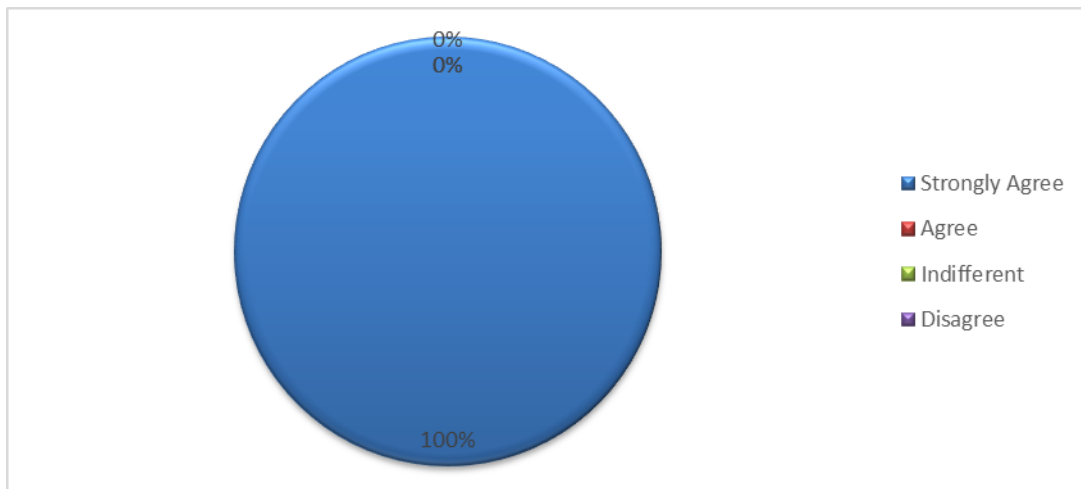
Results from teachers' surveyed show that 100% of the teachers strongly agree with applying some pedagogical resources such as classroom learning environment to develop students' creativity which is feasible for the application of this proposal and teaching resources are also easy to access because in most cases they are made with materials that are cheap and easy to get in beneficial to students' needs.

10, Do you consider important school principal must facilitate the application of a teaching guide to promote English speaking skill development in children?

Table 10. Didactic guidance to develop speaking skill

Code	Category	Frequency	Percentage
Item 10	Totally agree	13	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	13	100,00%

Made by: Yanez, A (2020)



Graph 11. Didactic guidance to develop speaking skill
Made by: Yanez, A (2020)

The total amount of 13 teachers, 100% strongly agree with the use of didactic guidance to enhance speaking skill development. This pedagogical resource can also stimulate students in their creative thinking, Teachers consider it very important because children need the motivation to achieve their goals.

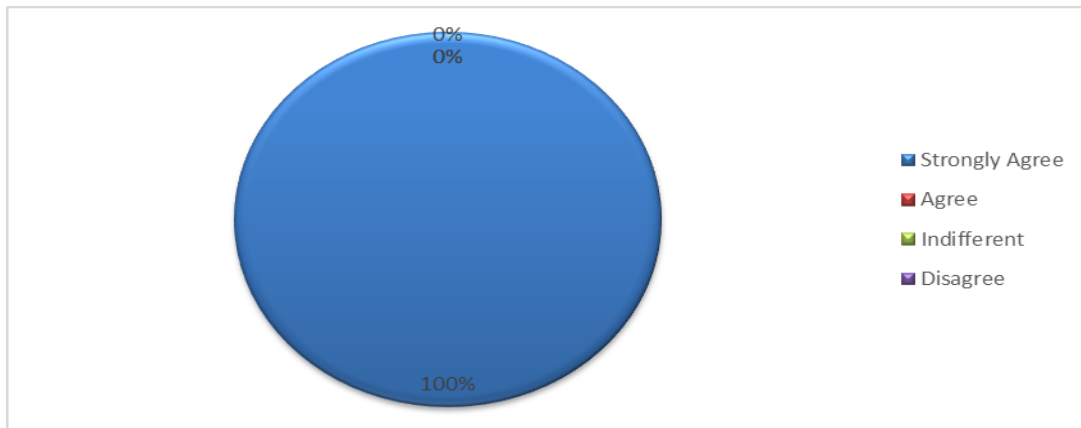
3.7. Parents' Surcey

1. Do you think children should develop their speaking language skills through learning environments?

Table 11. Classroom learning environment to develop speaking skill

Code	Category	Frequency	Percentage
Item 1	Totally agree	45	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	45	100,00%

Made by: Yanez, A (2020)



Graph 12. Classroom learning environment to develop speaking skill

Made by: Yanez, A (2020)

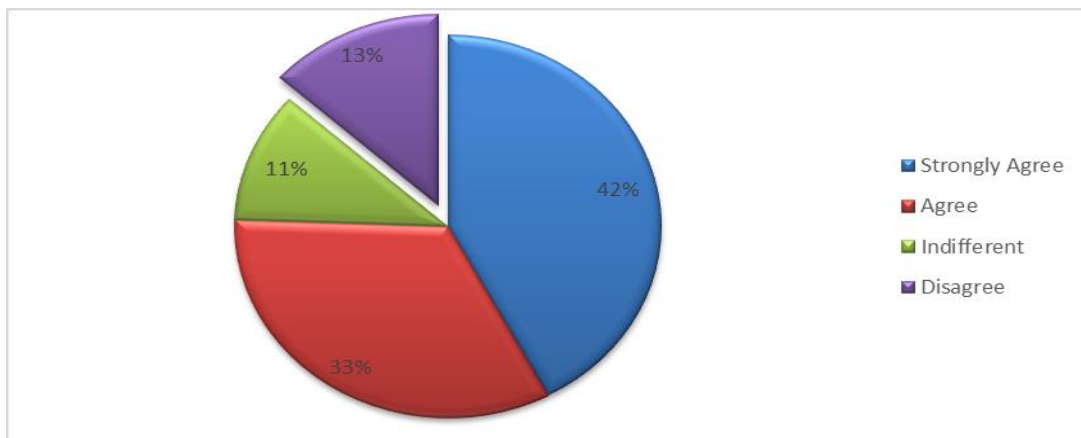
The results show that 100% of the Legal representatives surveyed strongly agree children should develop their skills through creating appropriate learning environments in the classroom because this will improve English speaking skill which is the elemental basis to communicate with their classmates. The creation and implementation of learning environments will also foster students' academic performance and communicative skill development.

2. Do learning environments encourage the development of creativity through games and exercises?

Table 12. Learning environment to develop student’s creativity

Code	Category	Frequency	Percentage
Item 2	Totally agree	19	42%
	Agree	15	33%
	Indifferent	5	11%
	Disagree	6	13%
	Strongly disagree	0	0%
Total		45	100,00%

Made by: Yanez, A (2020)



Graph 13. Learning environment to develop student’s creativity
Made by: Yanez, A (2020)

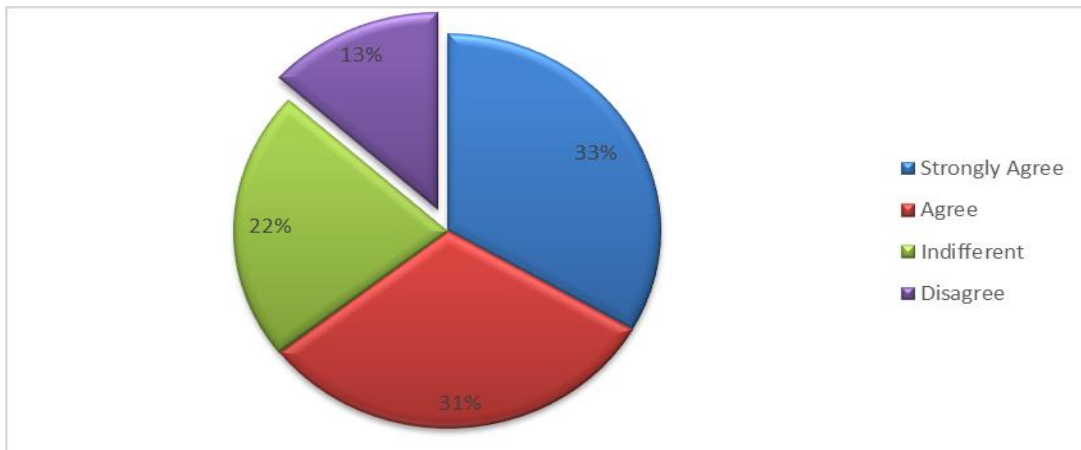
According to surveys carried out by legal representatives 42% strongly agree with using learning environments to promote student’s creativity through games and exercises. Parents and legal representative do not apply due to lack of adequate knowledge, on the other hand, 33% consider indifferent. Learning environments always promote students the ability to improve their creativity as to communicate and foster their speaking skill. Development

3. Do you think classroom learning environments is useful as to develop students' academic performance?

Table 13. Learning Environments

Code	Category	Frequency	Percentage
Item 3	Totally agree	15	33%
	Agree	14	31%
	Indifferent	10	22%
	Disagree	6	13%
	Strongly disagree	0	0%
Total		45	100,00%

Made by: Yanez, A (2020)



Graph 14. Learning Environments
Made by: Yanez, A (2020)

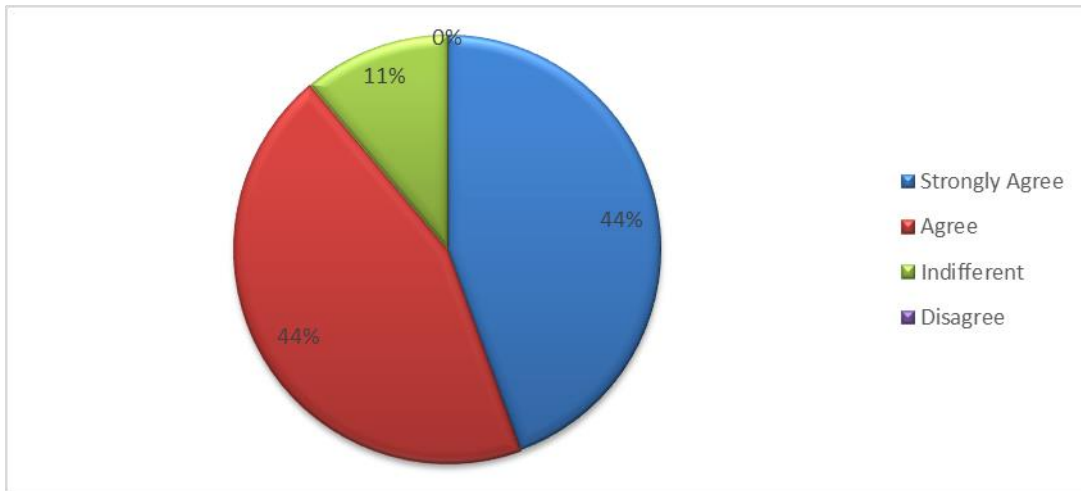
According to surveys carried out by legal representatives 64% strongly agree with the important usage of learning environments to develop students' academic performance; however, most parents don't know anything about learning environments, so it is important to know its definition and importance in their children education as to develop their English speaking skill and abilities.

4. Does the limited amount practice hour tend to hinder the development of speaking skill?

Table 14. Speaking practice hour to foster its skills and abilities

Code	Category	Frequency	Percentage
Item 4	Totally agree	20	44%
	Agree	20	44%
	Indifferent	5	11%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		45	100,00%

Made by: Yanez, A (2020)



Graph 15. Speaking practice hour to foster its skills and abilities
Made by: Yanez, A (2020)

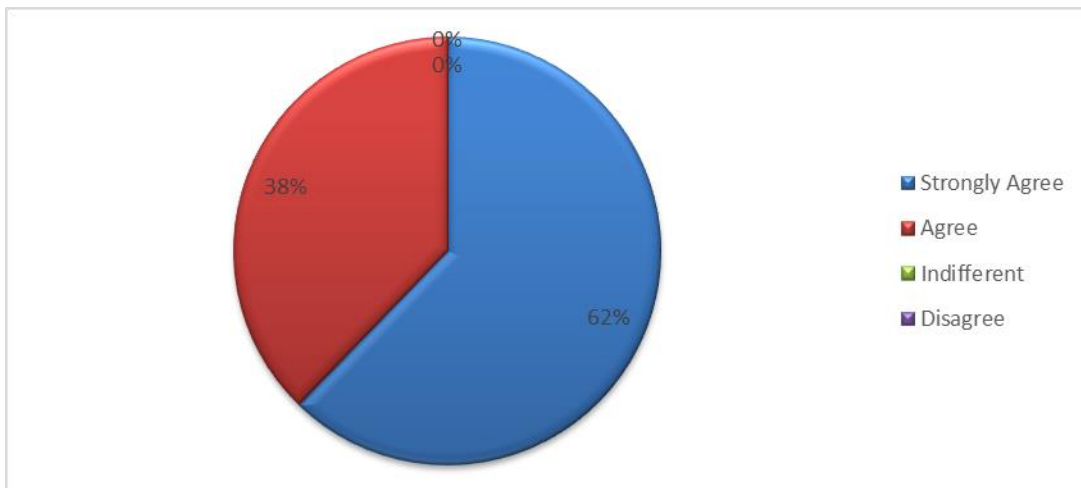
The total amount of parents surveyed, 88% strongly agree with the need to foster students' speaking skill; however, the lack of speaking practice hinders English teaching and learning process, 11% express indifferent. It is necessary to explain parents that students need to practice speaking as to communicate inside or outside the classroom by using a foreign language.

5. Do you think teachers should apply suitable learning environments for children?

Table 15. Applying classroom learning environments

Code	Category	Frequency	Percentage
Item 5	Totally agree	28	62%
	Agree	17	38%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		45	100,00%

Made by: Yanez, A (2020)



Graph 16. Applying classroom learning environments
Made by: Yanez, A (2020)

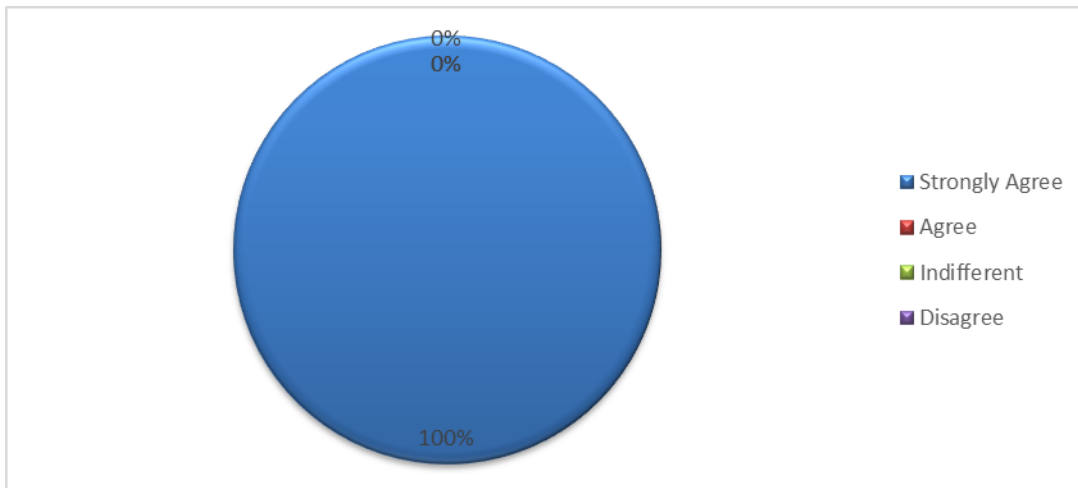
The results show that 62% of legal representatives surveyed, strongly agree that teachers must apply appropriate learning environment, so that they improve the development of speaking skill abilities in sixth grade students; 38% are also sure about the question mark exposed. therefore, implementing strategies that contribute through students' integral development would improve efficiently their learning process.

6. Do you agree with the implementation of a didactic guidance by using learning environments improve students' speaking skill development?

Table 16. Didactic guidance to develop speaking skill

Code	Category	Frequency	Percentage
Item 6	Totally agree	45	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		45	100,00%

Made by: Yanez, A (2020)



Graph 17. Didactic guidance to develop speaking skill

Made by: Yanez, A (2020)

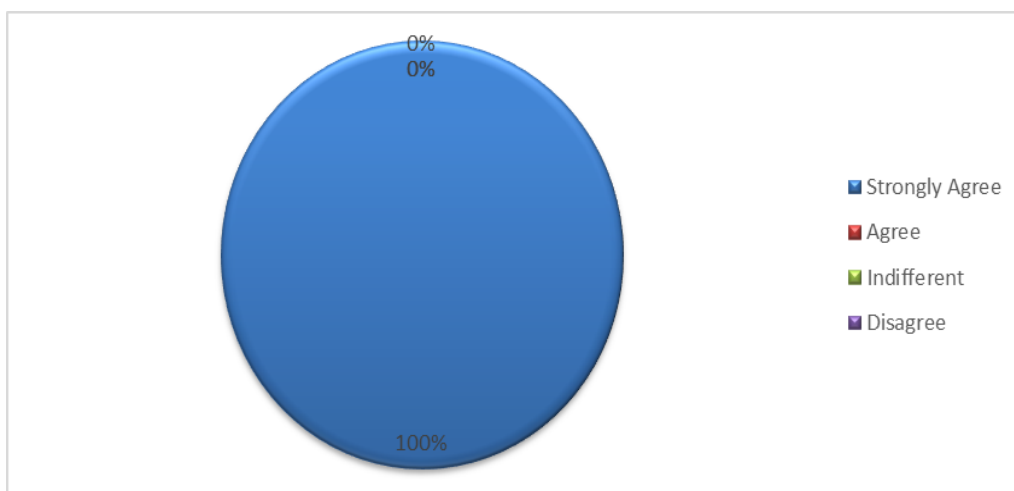
There is 100% of parents surveyed who strongly agree with the implementation of a didactic guidance as to develop students' speaking skill. Students learn the English language with videos, songs and game, so they need a space useful to encourage them to speak without any fear or shameless and develop their interpersonal relationships.

7. Do you think designing teaching materials for a better learning environment would help students improve understanding and learning the English language and foster the knowledge?

Table 17. Teaching materials for a better learning environment

Code	Category	Frequency	Percentage
Item 7	Totally agree	45	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		45	100,00%

Made by: Yanez, A (2020)



Graph 18. Teaching materials for a better learning environment
Made by: Yanez, A (2020)

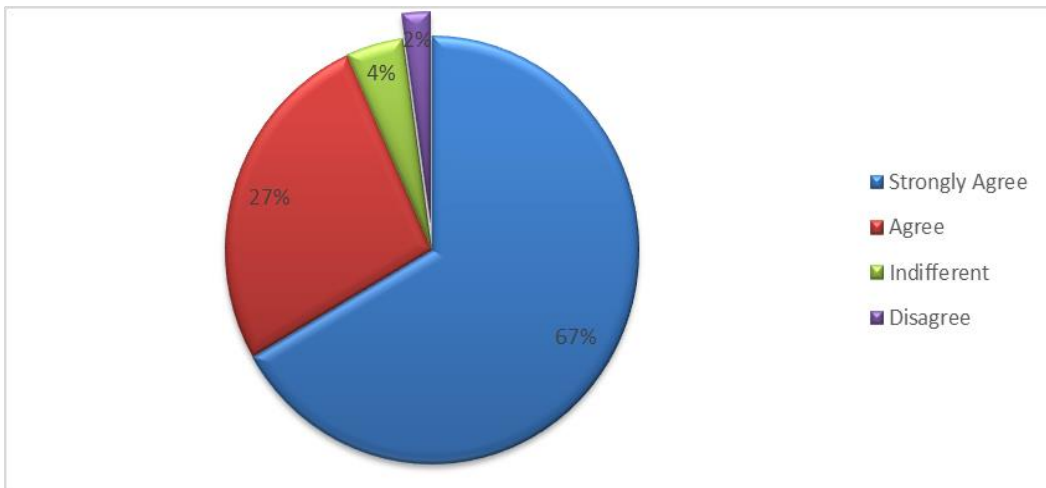
There is a high percentage of parents surveyed who strongly agree with creating innovative teaching materials to enhance speaking skill. Teachers must be creative as to create a good classroom environment such as teaching by singing, playing out of the classroom, changing the classroom using pictures, colorful paintings, among others; otherwise students will lose their interest for learning the English language.

8. Do you think that teachers must use virtual learning environments as means of communication for developing the English language?

Table 18. Virtual learning environment

Code	Category	Frequency	Percentage
Item 8	Totally agree	30	67%
	Agree	12	27%
	Indifferent	2	4%
	Disagree	1	2%
	Strongly disagree	0	0%
Total		45	100,00%

Made by: Yanez, A (2020)



Graph 19. Virtual learning environment

Made by: Yanez, A (2020)

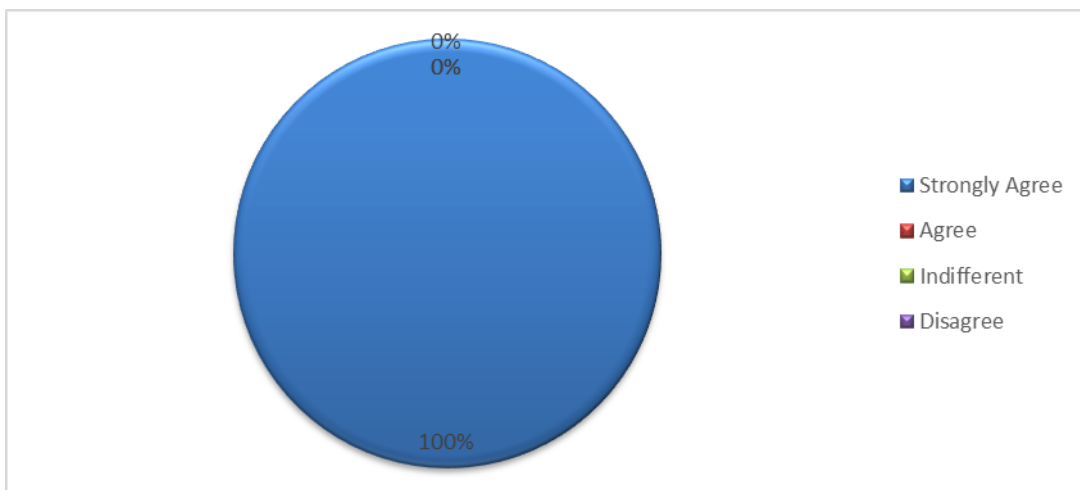
From the surveyed population 67% strongly agree teachers must be innovative and work with technology; on the other hand, they must change their traditional method by using virtual classroom environment, 2% shows indifferent. Internet communication services allow teachers and students find information information. Nevertheless, there is a considerable group of teachers at the institution who do not regularly use the internet.

7. Do you think important parents should collaborate with teachers as to improve students' speaking skill?

Table 19. Teacher and Parent's Commitment on English learner

Code	Category	Frequency	Percentage
Item 9	Totally agree	45	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		45	100,00%

Made by: Yanez, A (2020)



Graph 20. Teacher and Parent's Commitment on English learner

Made by: Yanez, A (2020)

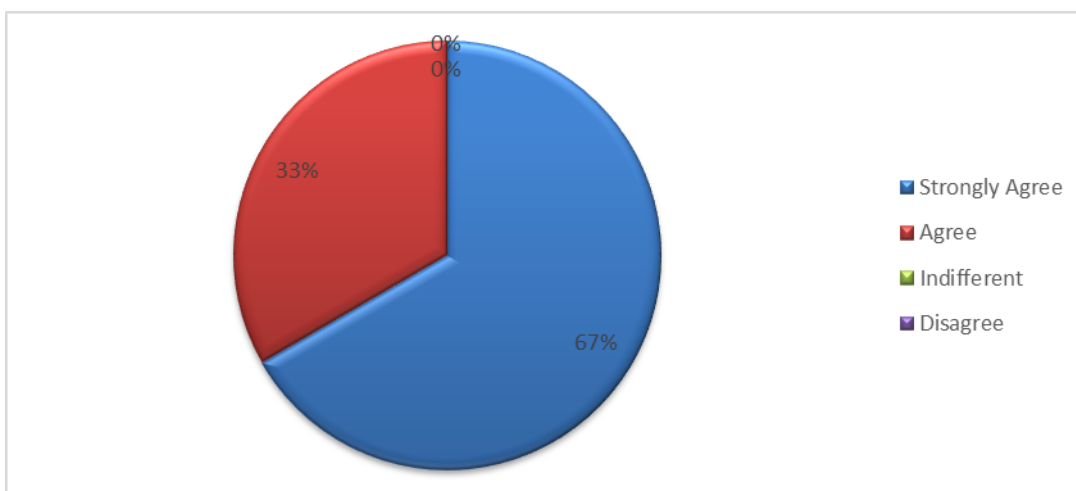
There is a high percentage of acceptance about the commitment between parents and teachers in order to enhance students' speaking skill. However, there is no real commitment with parents due to the lack of English language knowledge, as a result they are not capable to help their children in their homes. Authorities and teachers are limited to intervene in these cases.

10. Do you agree generating adequate spaces in the process of English teaching and learning would raise the educational quality and students' academic performance?

Table 20. The Importance of having adequate spaces to enhance speaking skill

Code	Category	Frequency	Percentage
Item 10	Totally agree	30	67%
	Agree	15	33%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	45	100,00%

Made by: Yanez, A (2020)



Graph 21. The Importance of having adequate spaces to enhance speaking skill
Made by: Yanez, A (2020)

100% of teachers strongly agree and agree with the importance of developing speaking skill by changing their learning environment with different teaching resources and methodology. The application of a didactic guidance with fun activities shows great benefits in the social and emotional development of the students. In addition, useful to increase students' academic performance.

3.8. Class Observation Format

The observation sheet is determined to describe qualitative aspects of schhol learning environment and its influence in speaking skill development in sixth grade students. This type of format is necessary as to know the type of environment students are involved and if teachers' methodology is carried out in a better way. Statistical tables are indispensable for processing surveys, useful to determine the percentage of validity that each item has. In this way, learning problems can be solved with regarding to learning environment and its influence in speaking skill development.

Chart 2. Teachers' activities used for classroom learning environment

Category	Frequency	Percentage
Children's knowledge.	1	8%
Relationship between children and teachers	1	8%
Sorts of teaching materials	1	8%
Sorts of teaching activities	2	15%
Clear and adaptable activity instructions	4	31%
Participation in groups	4	31%
Total	13	100,00%

Made by: Yanez, A (2020)

Through this table, teachers' management of classroom environments is reflected, since few educators have little knowledge of its usage, others who do not fulfill with adecquate didactic strategies or pedagogical resources for making constructive and meaningful learning. On the other hand, individualistic participation and traditional methods are still observed since teachers are the only protagonist who play the role in the classroom and not the student.

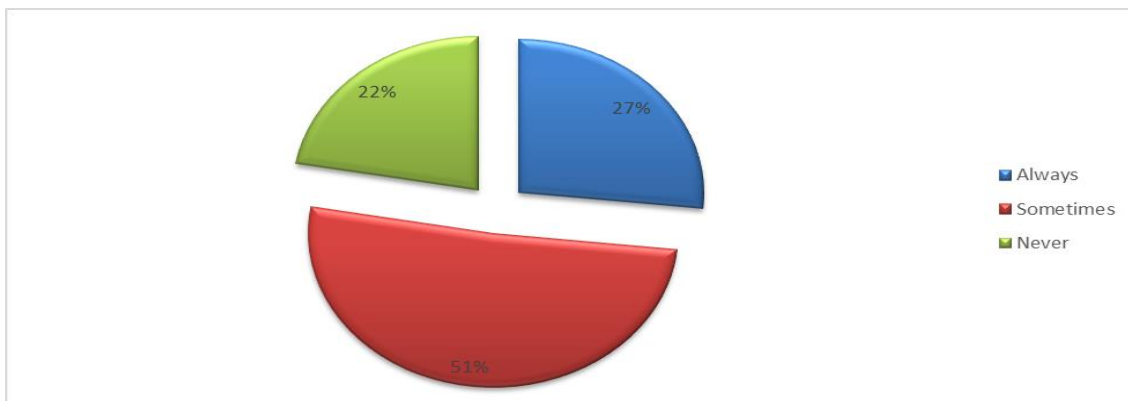
Classroom learning environment creates collaborative leraning where students learn in groups, with fun methods to make the English language learning easier to understand. In addition, a suitable classroom environment fosters harmony and relaxation without stress and concerns; so that students feel motivated to learn, interested in working

and eager to participate in the classroom. However, not all teachers apply this important strategy in beneficial to students' cognitive development. The creation of learning environments in conjunction with a good pedagogical subject matter encourages creativity and exploration based on students' experience.

Table 21. Teaching materials to foster speaking skill

Code	Category	Frequency	Percentage
Item 1	Always	12	27%
	Sometimes	23	51%
	Never	10	22%
	Total	45	100%

Made by: Yanez, A (2020)



Graph 22. Teaching materials to foster speaking skill

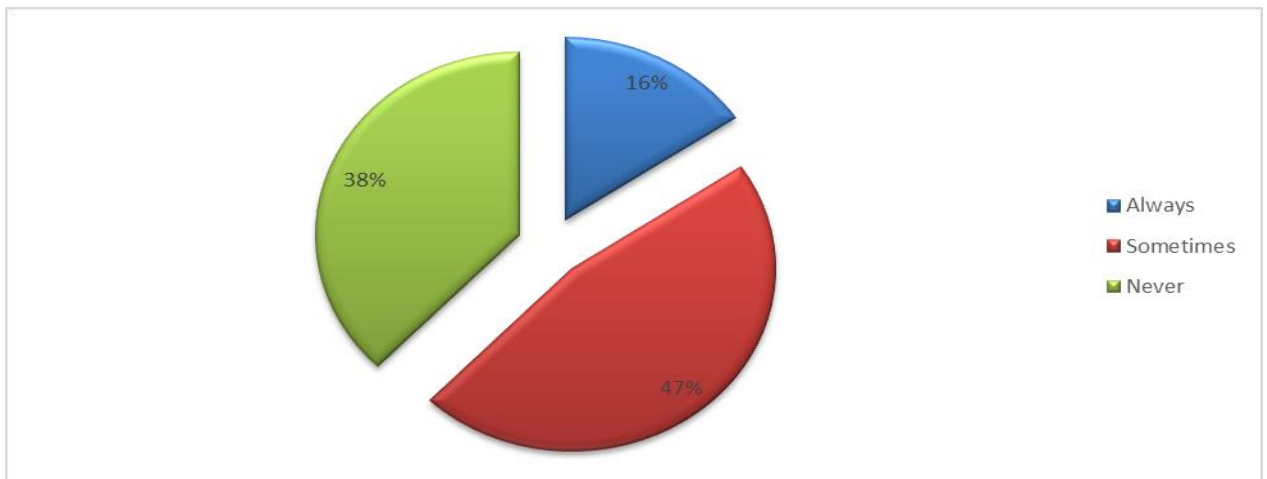
Made by: Yanez, A (2020)

The total of 45 students, 27 percent admitted the use of teaching materials by their teachers; nevertheless, 51% said the opposite. Students do not need a teacher who knows only English to learn English, what they need are the tools and methods for language instruction. On the other hand, tutor is relevant for the improvement of the English language; those with the necessary knowledge to correct common errors produced by EF learner and attend the student's needs

Table 22. Clear and adaptable teaching methods

Code	Category	Frequency	Percentage
Item 2	Always	7	16%
	Sometimes	21	47%
	Never	17	38%
	Total	45	100%

Made by: Yanez, A (2020)



Graph 23. Clear and adaptable teaching methods

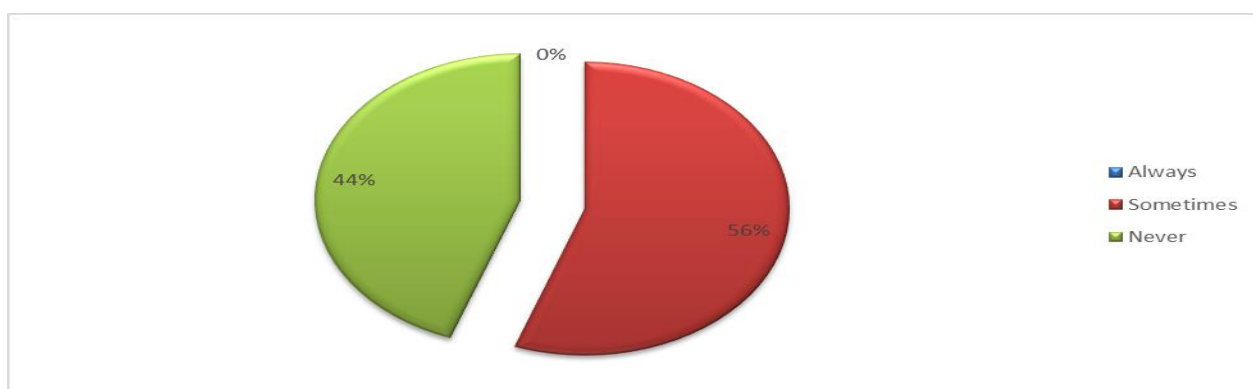
Made by: Yanez, A (2020)

38 percent of students shows disinterest for learning the English language due to unclear and unadaptable teaching methods. It is evident that the objective to strengthen the English language in Ecuadorian education is not achieved, and this is basically because it is impossible to innovate in learning. The foreign language cannot be strengthened when the methods and resources are ambiguous and ancient. English teaching language will not be successful, when the educational system still thinks that the best way to learn is with a pencil, a book, and a host of homework assignments. Methods and activities are required to learn the English language where the predominant factor is to speak. A language is learned by speaking, as we learn in our mother tongue.

Table 23. Classroom learning environment for cooperative learning groups

Code	Category	Frequency	Percentage
Item 3	Always	0	0%
	Sometimes	25	56%
	Never	20	44%
	Total	45	100%

Made by: Yanez, A (2020)



Graph 24. Classroom learning environment for cooperative learning groups

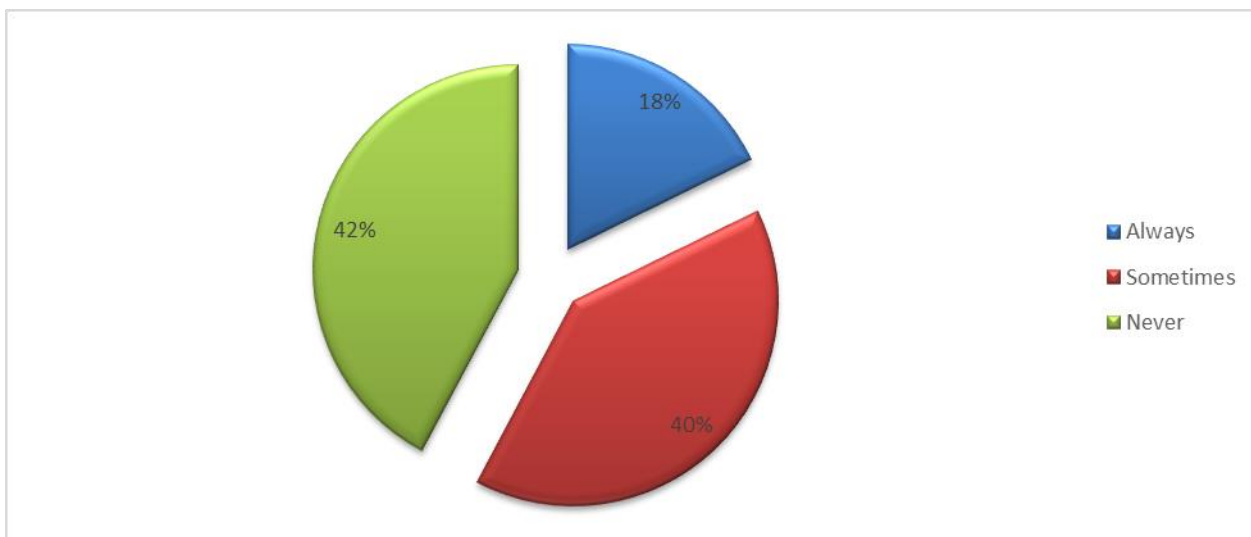
Made by: Yanez, A (2020)

There is a 44% of teachers who never applied collaborative learning strategies; teachers spent most of the time in front of the class and students were just listening to the class until the end. The use of collaborative learning environment considerably reduces the dependence students have with the teacher, since students face any problem or doubt as to be solved with their classmates by offering type of assistance which was previously the exclusive teacher's task. Likewise, among cooperative group members, they can develop a code of conduct, subject adaptation, vocabulary and even communication resulting from feedback between the students. This does not mean the teacher's role does not intervene as much.

Table 24. Providing different Scenarios to improve speaking skill

Code	Category	Frequency	Percentage
Item 4	Always	8	18%
	Sometimes	18	40%
	Never	19	42%
	Total	45	100%

Made by: Yanez, A (2020)



Graph 25. Providing different Scenarios to improve speaking skill

Made by: Yanez, A (2020)

Sometimes there are scenarios in the classroom with different themes such as leisure, relaxation. Other more individual and more collective spaces that favor each of the children in the group. In this chart 42% of teachers do not provide scenarios with different themes that favor students when learning the English language. This variety of learning environments allows to identify a series of scenarios since they allow developing skills like observation, exploration, curiosity, creativity, imagination and language. they serve as a guide to design activities that complement the different contexts (formal, non-formal and informal).

3.8. Interview addressed to the School principal

1. Do you consider necessary to implement learning environments in the classrooms?

Definitely, having learning environments in the classroom helps students to become more motivated and interested in teaching the English Language. English teachers must interact with didactic materials and the four areas such as listening, speaking, reading and writing; achieving at the same time a better integral, personal and intellectual development. It is undeniable learning English has become important today in our society. English should be considered as an indicator of competitiveness, employability, and life improvement, among other things.

2.- Do you think learning environments will improve teaching-learning process and integral development in primary students?

The importance of implementing learning environments has as main objective to achieve in students improve their teaching-learning process and experiences shared by camaraderie and affinity; and above all, the interest to develop their academic performance. Education has undergone great changes in favor of more efficient and adequate training; learning environments are considered a decisive factor for student performance, a socio-psychological and material environment where students and teachers work together to build new knowledge.

3.- What is the role for the institution to face new challenges in educational today?

The institution faces great challenges; annually, Unidad Educativa La Moderna is known as an entity with a view to changes in education, our main objective is to prepare students capable to work alone and develop their abilities and skills to communicate in the society and especially in learning a foreign language. That is, students play active roles to solve problems individually or in groups and are managers of their own learning.

4. Do you consider necessary the application of new learning environments as to develop English speaking skill?

It is very necessary because children do not often receive stimulation to learn this important language by their own. Teachers do not have adequate knowledge to apply learning environments especially in students from primary school. The need to apply learning environments in each curricular area is relevant. It is important to create tools, activities and tasks that allow students to strengthen social ties and affectiveness, as well as learning environment must be fostered to one more dynamic; breaking at the same time with traditionalist structures in order to favor the culture of diversity, that is, that students who know less have the opportunity to increase their level through the help of their peers who learn more with greater ease.

5. Do you think it is important for teachers to update their knowledge about learning environments?

Training helps to avoid the obsolescence of personnel knowledge, which generally occurs among older teachers, if they have not been retrained. It also allows teachers to be adapted to changes in society, and the diverse demands of the educational system; For teachers, instructors and teachers, it is not enough that university training has been completed, but it is necessary to update and participate in training programs that allow them to keep up-to-date with regard to educational, methodological and didactic approaches, scientific advances and pedagogical technologies.

It is very important that teachers update their knowledge to innovate daily activities which must be applied through of motivating strategies in order to decrease or eradicate problems in school performance. According to what the director stated, it is considered that teachers need to gain better knowledge regarding learning environments, to avoid applying exercises that will not according to the age of the students, on the contrary to innovate each one of the playful techniques exposed at present.

3.9. Preliminary conclusions

The school Principal and Teachers must promote through didactic guidance, workshops, conferences or designs aimed at legal representatives in order to inform the influence of classroom learning environments in the development of speaking in sixth grade students. This will improve the development of games, exercises and the learning deficiency will be eradicated in them. Most teachers are not currently trained to- innovate their teaching methodology through learning environments. This results involves teachers and students through individualistic and behavioral learning where the teacher is the only protagonist in the classroom and his students are mere recipients of knowledge.

On the other hand, students show disinterest in learning the English language because teachers do not apply motivating and creative learning strategies where the student can create their own knowledge through their experiences. There is very little use of methodological strategies to reinforce English speaking. This is because some teachers are not constantly trained to update their teaching-learning methods. Teacher training is extremely important, students must also be placed at the center and how innovation in the classroom must be implemented, horizontal work between students can be interdisciplinary.

Teachers do not make the correct measurement in the learning process, nor monitoring to the group development process. This consequence is because teachers do not know how to produce this achievement and guide through learning activities. Collaborative learning is a didactic technique that promote learning centered on the student base on working in small groups, where students with different skill levels use a variety of learning activities to improve their understanding of a subject. English teachers do not design or use learning environment aimed at developing meaningful learning in classroom.

As a negative result, sixth grade students show poor meaningful learning; they do not start from their empirical or previous knowledge which means they are not using a constructivist pedagogical model where the student is the creator of their own learning.

CHAPTER IV

PROPOSED PROJECT PLAN

4.1. Title

Classroom learning environment to foster speaking skill in sixth grade students at Unidad Educativa Bilingue La Moderna

4.3. Objectives (Broad and Specific)

4.3.1. Broad

To design a guide to develop speaking skill and meaningful learning through learning environments in sixth grade students at Unidad Educativa La Moderna.

4.3.2. Specific

The proposal also aims to achieve a series of additional objectives that complement the main objectives:

To compare the process of using the guide to perform a better learning environment to develop meaningful learning.

To evaluate the efficiency of meaningful learning by using learning environments to develop speaking skill.

4.4. Content Framework of the Proposal Project Plan

4.4.1. Proposal Background

At the end of the research it was concluded a direct effect which is ignored by the authorities and teachers at Unidad Educativa La Moderna, leaving a great deficiency that has a negative impact on the intellectual development of students at the primary level. Among the conclusions reached within the research process, it was pointed out that teachers do not design current pedagogical resources as to create a dynamic teaching class; therefore, they do not use learning environments that are aimed to develop meaningful learning and strengthening English speaking skill development in students. On the other hand, students present poor learning and therefore do not reach the significant level. This limits the enhancement of speaking skill and ability in EF learners.

The creation of a guide for the development of learning environments was issued as a recommendation. Through this instruction, it is planned to provide English teachers a didactic guidance that will facilitate teaching and learning process, and at the same time, stimulate the development of skills and abilities by students through the use of learning environments as to enhance speaking skill and achieve a meaningful learning.

4.4.2. Justification

The development of learning environments requires methodological and technical direction, which can be guided by instructions, written guides, manuals, or sequential processes through videos. Since through these various means, tutoring processes and directions are made on how to structure the space for the implementation of learning environments.

The didactic guidance is useful for designing, implementing or structuring new learning environment because they become a manual for teachers and parents, where sequences to follow in order to form or assemble an object are presented. The guide for creating learning environments is not only addressed to a school environment or campus, but can be used as a guide for parents who want to collaborate with the teaching-learning process

in their children, since it is easy to apply and structured in an easy and simple way to understand the English language and perform speaking skill.

Significant learning is considered as the best and most appropriate type of learning that must be sought to be achieved inside and outside any educational establishment, because it is the one that allows the individuals to make their own knowledge they acquire or receive; transforming it into a skill or ability at the same time. They renew their knowledge based on what they perceive everyday. That is why the process of studying the use of school environment is so relevant as to enhance the English language. It also becomes the most suitable strategy, and is the basis that supports the development of a didactic guidance to develop school learning environments.

4.4.3 Feasibility Analysis

The creation of the guide for the creation of learning environments for the development of speaking skill in sixth grade students at Unidad Educativa La Moderna is considered feasible for its implementation because it is based on the following aspects:

4.4.3.1. Socio-educational feasibility

Within this concepts important points are considered, such as social changes and transformation in parents, teachers and students who are willing to bring to reality the creation and application of the guidance, as well as the creation of the socio-educational activities that are applied through learning corners.

4.4.3.2. Resource Feasibility

It is feasible because all the necessary materials and resources are available such as financial, human resources, technological and the didactic material to be used, which are provided by the school and the contribution of parents. The use of resources during the development and execution of the guide will be provided by the author's financial budget.

4.4.4, Characteristics and use of teaching guides

A guide must have in its structure an instructional guide for teachers. It must have the objective to be achieved with the application of each activity. It must be presented in details each step as to follow the specified objective. It must also indicate how to build the activity and point out the objectives to be achieved. All these steps must be evidenced in the structure and creation of a guide, because they are important tools useful to apply the proposed activity and for which it is designed. The teaching guides are used in various ways, or forms depending on need and classification.

It is very common to find guides in the teaching process, these are used as directors of learning, which is why they become verbally mute tutors, but active in their writing. The guides are used to inform or provide knowledge to people who use it, as well as to disclose necessary information on a specific topic. It is very useful because it allows the transmission of information, necessary for the development of various activities and change processes.

A didactic guidance for creating learning environments is considered relevant because they are supported by in-depth decisions in studies, and written for practical and academic purpose. It can better evaluate academic performance by working in groups rather than individual. The guides allow a balance between practice and academy. Many people are interested in the guides because they are easy to understand and teachers can design their appropriate learning spaces for the development of speaking skills.

List of figures

Figure 1 Learning environment.....	71
Figure 2 Classroom tour.....	75
Figure 3 the primary classroom.....	75
Figure 4 Music inside the classroom.....	76
Figure 5 Work materials.....	77
Figure 6 Handmade instrument.....	77
Figure 7 Interactive reading.....	78
Figure 8 Suitable environments.....	78
Figure 9 Materials.....	79
Figure 10 Different type of material.....	80
Figure 11 Innovation of spaces.....	80
Figure 12 Redesigning spaces.....	81
Figure 13 Flexible classroom: Providing the learning environment.....	81
Figure 14 Role plays.....	82
Figure 15 Role plays with accessories.....	82
Figure 16 Puppet theater.....	84
Figure 17 Live performances.....	85
Figure 18 Role plays inside the classroom.....	85
Figure 19 Builds park recycled tires.....	86
Figure 20 Recyclable playground.....	86
Figure 21 Recyclable toys.....	88
Figure 22 Recycle decoration.....	88

Designing School Learning Environments



Figure 1. Learning environment. (Stock Market Films, 2020)

Sixth Grade

Introduction

This document is addressed to teachers who have assumed the role of educating students in the classroom, family and community context, with the purpose of guiding their participation in the learning process. This proposal presents a number of guidelines accompanied as to create internal and external pedagogical environments, they contain specific theoretical foundations that support these suggestions. In relation to “Learning Environment”, the criteria and reasons are generally presented for organizing the environments, whether internal or external, and the possible materials or resources used in each space, corner or place. The freedom and opportunity teachers have to organize learning environments according to the students’ age, needs and characteristics are developed; the context of a pedagogical practice and the type of attention given to students are always clearly defined by sustaining them in the curricular approach.

Learning environments are essential to develop students speaking skill ability and provide meaningful learning. Students learn from their own experiences and in a multiplicity of natural or organized spaces by adults. Learning environments can be typically structured and created for teaching both inside and outside the classroom; However, it must be remembered students from primary school require stable, clean, tidy and risk-free spaces in order to provide them security, tranquility, well-being, comfort, affection; in conclusion, they must bring positive feelings.

Students must need spaces where they can explore, move, build, create, socialize and feel relieve. Children learn in attractive spaces with colorful ludic objects and texture images easy to manipulate. This space must provide certain conditions such as order, accessibility, freedom of movement, ventilation, light and adequate temperature. The learning environments are previously structured spaces in which stimulating materials and situations are combined for a group of students; it has basic furniture appropriate to students’ age and size and for teachers with whom they interact. Learning environments will generate interest, and motivate students to act in class in pair and groups; it also provides a good relationship between their classmates and teachers. Learning environments are based on learning the English language acquisition, as they encourage

students to explore, experiment, play, interact and create with the support of a mediator. Learning environment is scientifically conceived as an important factor to provoke powerful meaningful learning experiences to enhance the English language acquisition and develop speaking skill. In the construction of learning environments, four dimensions are taken into account: physical, functional, relational and temporal.

Physical dimension

It refers to the structural conditions of the space: classrooms, outdoor spaces, patios and their characteristics (dimensions, lighting, ventilation, etc.). It includes the existing materials in the space: recreational material, furniture, decorative objects, reusable and recycled material, etc. Their disposition in space, their form of organization, size and texture, must respond to the age of the boys and girls, must be culturally relevant and respond to the conditions of the society where the students interact themselves.

Functional dimension

It is related to the way physical space is used such as the adaptations, available resources and the activity to be carried out. In this dimension, the role of teachers is highlighted as mediator of appropriate learning processes; they must be attentive and observant in developing speaking skill and ability, interfering at the same time when the student demands it. Teachers are responsible for accommodating physical space condition, so that they always contain the newest elements for students' interests. Game time is always a great time to learn in which didactic materials are elaborated.

Relational and temporal dimension

Relational dimension refers to the various forms of interpersonal relationship and experiences of a social nature that arise in learning environments. It is evident in the quality of the interactions of girls and boys with their peers and with adults. Temporal dimension responds, on the one hand, to the time of the day in which the material is planned to be used and, on the other hand, the time students use or explore it. The result

of this ludic activity will not be the same if they spend too much time to perform an ability or when they are expected to participate in individual game activities. It must be remembered that students from primary school must be concentrated in the activities teachers provide at specific times so the class will not be tiring or disinteresting by students.

It is important to have good lighting and ventilation, they must also be hygienic, comfortable, spacious, well differentiated, and easily accessible. Each environment must be safe, stable and orderly so that it becomes a predictable place for children. The objective of this proposal is to provide teachers a set of creative and innovative ideas that help them create learning environments to contribute to the development of the English language. The construction of learning environment is directed to the development of logical thinking, for which its creation allows students to strengthen their speaking skill for communicative purpose.

Music environment

This type of environment allows the development of artistic skills, strengthening musical intelligence, achieving the English skill development which is necessary to enhance their speaking fluency and pronunciation.

The reading environment

This learning environment promotes the use of the foreign language and the habit of reading as a tool for students' to foster their English level and formative process which must be encouraged at an early age.

External environments

These environments are intended to stimulate and develop various skills and abilities in learners because they create awareness ecological while enhancing the acquisition of

other skills in students such as: the gross motor and the relationship with cultural or social environment.

ACTIVITY 1

ELABORATION OF MUSIC ENVIRONMENT



Figure 2. Classroom tour (*The Chronicles of Teacher Tay*, 2019)



Figure 3 the primary classroom (*The Young Music Company*, 2020)

OBJECTIVE: to create the music environment.

RESOURCES:

- Cans of paint.
- Cans of formula milk
- Guitar.
- Flute.
- Drums.
- Maracas.
- Rain.
- Cymbals.
- Tambourines.
- Marimbas.
- Cymbals.



Figure 4. Music inside the classroom (Villao, 2019)

INSTRUCTIONS

The construction of this environment is important since students explore sounds, rhythm and melody, motor skills, body schema, auditory perception, language and, above all, shared play. Music greatly influences the learning of a foreign language. Music has been shown to be one of the activities that stimulates parts of the brain and can help improve certain qualities that will later be needed when learning another language. We talk about memory, the rhythm of language or the understanding of the message itself reproduced in the song.

STEP BY STEP:

1. Locate the exact place to create the music environment.
2. Make musical instruments such as rainmaker, guitar, den-den daiko, trumpet, etc
3. Manage musical instruments.
4. Paint the musical instruments
5. Adapt the space and label.

Types of instruments



Figure 5 Work materials (Chalén Alvarado & Guerrero Calvo, 2016)



Figure 6 Handmade instrument (Chalén Alvarado & Guerrero Calvo, 2016)

ACTIVITY 2

READING LEARNING ENVIRONMENT



Figure 7 Interactive reading (Lipp, 2014)



Figure 8 Suitable environments (Reception Macaulay, 2018)

PLACE: inside the primary classroom

OBJECTIVE: To develop the reading environment.

RESOURCES:

- Paintings (Various colors)
- Iris paper.
- Colorful felt cloth
- Colored lace.
- Foamy
- Paintbrush
- Tomato boxes
- Cardboards
- Newspapers.
- Story book collection
- Large animated books with illustrations
- Carpets or mats
- Puppet gloves



Figure 9 Materials (Carousell, 2018)

Instructions

Reading consists on stories, legends, songs and games. When a story is told, memory is recreated, students understand and recognize the environment where they live. Reading is also a form of verbal and physical communication. The students recognize objects, words, colors and stories, but also recognizes the people with whom they read or who are reading to them; This type of learning environment establishes emotional and cognitive bonds.

STEP BY STEP:

1. Locate a spacious and ventilated place.
2. Paint the area where the stories will be located.
3. Make felt pockets the size of stories.
4. Make stories with families.
5. Place the stories in the chosen space.
6. Adjust, decorate and label the space

MATERIALS TO BE USED IN READING CORNER

Glove Puppets



Figure 10 glove puppets (doodlecraft, 2020)

Designing a book Corner



Figure 11 Innovation of spaces (Géraldine , 2019)

Felt Cloth to design book pockets



Figure 12 Redesigning spaces (*Teaching learning environment*, 2016)



Figure 13 Flexible classroom: Providing the learning environment (*Edutopia*, 2015)

ACTIVITY 3

DRAMATIZATION ENVIRONMENT



Figure 14 Role plays (*Teaching strategies*, 2013)



Figure 15 Role plays with accessories (*The indian School*, 2017)

Place: inside and outside the classroom

OBJECTIVE: To develop motor gross and speaking fluency

1. To increase self-esteem and self-confidence in students.
2. To create in the classroom a framework of pleasant coexistence between classmates and between them and the teacher.
3. To promote habits of conduct that enhance socialization, tolerance and cooperation among peers.
4. To make students feel the need to submit to a necessary discipline in all groups.
5. To sow intellectual concerns so that students enjoy study and research.
6. To sensitize families about their children's educational process.
7. To know their own voice and use the word as the noblest means of expression.
8. To find in their body (hands, voice, gesture, gaze, movements) communication resources and enjoy them.
9. To enhance English reading and correct diction defects.

RESOURCES:

Students' participation

Customs

Story books

Instruction

Classroom theater is a pedagogical, playful, motivating, transversal and multidisciplinary strategy, which starts from the immersion of a complete classroom in a dramatic project. Designed mainly for students of the Third Cycle of Primary and Compulsory Secondary Education, it aims, not only to enhance traditional specific qualities, such as body expression, memory, spatial sense or artistic sensitivity, but to bring together the group of students around a company that belongs to each and every one.

ACTIVITY 4

Making a puppet theater

1. Collect materials for the construction of the theater and the puppets.
2. Build the theater, paint and decorate it.
3. Make and acquire a variety of puppets. (Hand, finger, puppet among others).
4. Locate the theater in a strategic place for use.



Figure 16 Puppet theater (Lakeshore learning, 2017)

Theater outside the classroom



Figure 17. Exploring gravity through story dramatization (Wolf Trap Education, 2020)

Dramatization inside the classroom



Figure 18 Role plays inside the classroom (global indian school., 2017)

ACTIVITY 5
RECYCLED CHILDREN'S PLAYGROUND.



Figure 19 Building parksc with recycled tires (Recycling Company, 2018)



Figure 20 Recyclable playground (SoulPancake, 2013)

PLACE: outside the classroom

OBJECTIVE: Create a playground with tires.

RESOURCES:

Wood.

Chain.

Rope.

Recycled tires.

Nails

Wood planks

Zinc.

plastic tubes

INSTRUCTIONS

It is important to encourage outdoor play for girls and boys to interact and share new knowledge the game. Students will feel motivated to learn the English language through games and the students' interaction among teachers and the whole schhol community.

Playing games in the playground allow students to foster their English grammar and speaking skills such as listening to some commands and rules, or making groups to solve any problems by communicating each ones.

STEP BY STEP:

1. Collect the necessary materials for the construction of the playground.
2. Bury the tires around the gap and paint them.
4. design different games and figures with the tires.
5. Paint and adequate according to the students' needs



Figure 21 Recyclable toys (Anisha, Playgrounds For Children From Scrap Tyres, 5 IIT Students Came up With This Idea To Recycle Waste, 2018)



Figure 22 Recycle decoration (Anisha , Recycling decoration, 2018)

4.5. Conclusions and Recommendations

4.5.1 Conclusions

By addressing the issue of language skills development which involve oral comprehension and production; that is, listening and speaking, as well as the comprehension and production of written texts, in these last two skills it is necessary to read and write respectively. For the present work, we sought to answer the research question, which was focused on investigating how to develop oral ability focused on its production including collaborative work through learning environments.

Thus, after the fieldwork where interviews with teachers and students and observations with students were applied, the main findings obtained are the benefits of including music and role-playing in the classroom, and the positive effects of collaboration between colleagues. The Learning Environments affect the significant Learning in sixth grade students at Unidad Educativa La Moderna. English teachers do not design or use learning environments aimed at developing meaningful learning within the classroom, this is confirmed by statistical graph taken from observation worksheet, where 42% answered that they do not use learning environments as to develop the English language.

The students present a significant deficient learning, because the children do not start from their empirical or previous knowledge, which shows that they are not making use of the constructivist model where the learner is the creator of his own learning. The process of development of meaningful learning encounters serious difficulties, since students are unable to transform the information before they receive it based on the new knowledge.

There is no guide for the development of learning environments inside and outside the classroom that serves as support for the development of meaningful learning in sixth grade students.

4.5.2. Recommendations

Among the conclusions reached within the research process, it was pointed out that teachers do not design and therefore do not use learning environments that are aimed at developing meaningful learning in students, and it was also concluded that students have poor learning therefore it does not reach the significant level. This limits the enhancement of skills and abilities in learners. Therefore, the creation of a guide for the development of learning environments was issued as a recommendation.

It is necessary to train English teachers in the creation and ways of using the learning environments aimed at the development of meaningful learning in boys and girls. teachers must use learning environments within the development of the teaching process in the educational establishment, as well as parents of families who collaborate by creating specific places in their houses, useful for children to develop their skills and abilities. It is recommended to the directors the implementation of the constructivist pedagogical model, so that the students strengthen their skills and learning abilities of each student. teachers and parents must allow students to explore their environment through the learning environments and thus strengthen the empirical knowledge they possess, transforming their learning into meaningful ones.

It is necessary to create a guide for the development of learning environments inside and outside the classroom, of the institution, to serve as support for the development of meaningful learning in sixth grade students. By way of closing, it is emphasized that the teaching and learning a second language forms a complex process, which largely depends on considering the characteristics of the learners, such as age, learning styles, cognitive aspects, tastes, family context and social. So, when looking to develop language skills, it is essential to take into account that when a language is taught, it needs to be linked to what society demands and what the student needs so that their learning flows in a better way. Remembering that oral ability is a fundamental piece in communication, which is why it was the engine of this research.

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ANEXXES

Requirements to teach classes in different environments				
<i>Principle 1. "A classroom environment has to make possible the knowledge of all people from the group and the approach towards each other".</i>				
Children's knowledge.	The educator knows the needs, limitations and possibilities of each student .	The educator knows the needs, limitations and possibilities of most children .	The educator knows the needs, limitations and possibilities of some children.	The educator is unaware of the needs, limitations, and possibilities of most children.
Relationship between children	There is a close and friendship relationship between all children.	There is a close and friendship relationship between the most children	There is a close and friendship relationship between some kids	There is no close relationship and friendship between children
<i>Principle 2 "The school environment must provide a variety of fun teaching materials and activities that allow students to have a wide range of cognitive, affective and social learning"</i>				
Sorts of teaching materials	The materials are appropriate and were creatively selected and modified to promote cognitive, affective and social learning.	The materials are mostly appropriate and were selected to promote cognitive or affective or social learning.	Some of the materials are appropriate and selected appropriately to provide some learning .	Materials are inappropriate and / or were selected to complete a task .
Sorts of teaching activities	The activities are appropriate and were creatively selected and modified to promote cognitive, affective and social learning.	The activities are mostly appropriate and were selected to promote cognitive or affective or social learning.	Some of the activities are appropriate and were appropriately selected to provide some learning .	Activities are not appropriate.
Principle 3 "The school environment must be diverse, and all learning process must take place within the four walls of the classroom."				
Clear and adaptable activity instructions	The slogans given encourage children to find ways to solve problems that may be present in their daily lives.	The instructions given are motivating for children to look for ways to solve problems, although these are not so useful in the context in which they live.	The given instruction are not always clear and they do not always favor the learning of the students because they are not adaptable to their daily life.	The slogans that are given are not clear , in addition to implying the answer, they do not favor meaningful learning in children.
Diversity of spaces	Depending on the activities, the teacher seeks to change spaces to promote playful and meaningful learning. In the kids.	The teacher changes the spaces but does not impact the planned activity.	The educator rarely changes the class spaces and these are not so attractive for children.	The educator does not change the spaces in her activities.

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